



Rwanda Education Board-REB

ENGLISH

Teacher's guide



Primary 2



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ENGLISH

Teacher's guide

Primary 2

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FOREWORD

This English Teacher's Guide has been designed for the teachers of English in Primary 2. It was written in 2013 by REB and funded by USAID through the EDC/L3 project. The guide is in line with the educational program for developing literacy and numeracy for quality education at the lower primary level.

The teacher's guide has been designed with intent of helping the teacher prepare their English language classroom lessons and teach more efficiently and effectively. Teaching steps and related methodological guidelines are provided for each lesson. The guide also contains audio lessons addressing the issues of sounds and pronunciation. These lessons can be delivered using a mobile phone and loudspeakers to help learners speak more confidently and correctly.

The present teacher's guide was designed based on modern educational principles for teaching young children how to read, write, listen and speak in English. It is hoped that learners, who will be taught using this book, will acquire basic language skills and knowledge, and hence will develop a lifelong culture of reading, writing, listening and speaking in English.

It is for these reasons that various specialists in English language education were invited to contribute and make this guide useful to both teachers and learners.

We therefore sincerely thank all of the people who have participated in the writing and editing of the guide. They have greatly contributed to the development of reading, writing, speaking and listening skills and knowledge in English among young children. We also take this opportunity to request people who use this teacher's guide to give their views for its improvement for the eventual benefit of its future users.

Dr. John RUTAYISIRE

Director General of Rwanda Education Board



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INTRODUCTION

Since 2012, the Curriculum and Pedagogical Materials Department (CPMD) of the Rwanda Education Board (REB) has collaborated with the L3 Initiative to develop interactive audio instruction (IAI) programmes, print materials and lesson plans for P1 and P2 English. The improvement of English skills, particularly in the early grades, will ensure that children are better equipped to make the transition to English as the language of instruction starting in P4. There are two goals for English language instruction:

1. Improve children's oral listening and speaking skills.
2. Improve children's reading and writing skills.

IAI is an innovative and powerful tool to support teachers in providing effective and engaging classroom instruction in listening, speaking and reading. The IAI programmes are delivered via cell phones, with speakers, in every classroom. There are three IAI programmes per week in P1 Term 1, and then four IAI programmes per week starting with P1 Term 2.

IAI programmes are instructional tools for modelling oral language. They offer a vehicle for delivering word games, rhymes, songs, storytelling and questions. The IAI programmes provide models of correct pronunciation and language use. The programmes also show teachers how to implement activities to develop children's listening, speaking and reading skills. IAI activities facilitate the student's ability to recognize sounds in words – an important skill that is highly related to reading success. The IAI “teacher” in the program gives classroom teachers a model of how to effectively instruct children in specific reading skills. The IAI teacher draws attention to the importance of such skills in helping children read and understand text.

In addition to the IAI programmes, the children receive an English daily reader starting at the beginning of P1 Term 3. Stories in the readers are written in simplified English. They are used with the IAI programmes to develop children's reading skills. The IAI programmes and the daily readers are used in conjunction with the English textbooks distributed by the REB.

This teacher's guide was developed to help teachers integrate the three resources – textbooks, IAI programmes and daily readers – so that they can provide children with a rich and well-structured reading environment.

Weekly schemes of work

The teacher's guide contains weekly schemes of work for each of the three terms. The schemes are closely aligned with the curriculum for each grade level. They identify the specific learning outcomes that teachers should focus on each day. They also identify the pages in each of the four authorized P1 textbooks that address those learning outcomes.

Each weekly scheme follows the same pattern. In P2, Lessons 1, 3, 5 and 6 of the week are audio-based. Lessons 2, 4, 5 and 7 do not have audio support. Lesson 8 allows teachers to review, reinforce and provide extra support for children. Teachers may also use Lesson 8 to introduce additional writing activities.

Overview of weekly lesson plans for P2

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Audio support	Teacher-led	Audio support	Teacher-led	Teacher-led	Audio support	Teacher-led	Review

Daily lesson plans

This teacher's guide also contains daily lesson plans. Aligned with the weekly schemes of work, there are two types of lesson plans. First, the audio lesson plans provide instructions for the teachers to follow in guiding the broadcast of the IAI programmes. These plans also give suggested follow-up activities for teachers to implement with their classes after the 30-minute audio programme has been completed.

Second, the non-audio lesson plans provide all of the activities necessary for the teachers to facilitate learning of the curriculum objectives. In most cases, the plans require teachers to model some of the activities presented in the audio lessons using new content. Each of the non-audio plans gives the learning outcome for the lesson, the key vocabulary terms that will be introduced, and the resources required for the lesson. They follow the same general format:

- Warm up: Language activities are organized that will interest and motivate the children for the day's lesson.
- Review: Details are provided on connecting the current lesson with previous lessons.
- Presentation of new learning: The language form or content is introduced and presented; comprehension is checked before a form of guided practice is introduced.
- Application: A communicative activity takes place so that the students can practice what they have learned; this stage also provides an opportunity for children to integrate the new knowledge presented in the lesson with previous knowledge.
- Evaluation: Teachers and children evaluate how well the material has been learned and this allows teachers to determine whether re-teaching needs to take place or whether the class may proceed to the next lesson.

In addition, the non-audio lesson plans outline homework activities for children to do with a parent, a sibling or other family member.

New features of the programme

This English programme integrates a number of practices that may be new to most early primary English teachers. They include:

- **Using print letters only in P1 and P2, and then cursive letters starting in P3**

Most children arrive in P1 having had little or no exposure to written words. Understanding that letters can represent spoken words is a difficult concept for many children. Having to learn four different representations of a letter (i.e., lowercase, uppercase, print, and cursive) in order to learn to read and write constitutes a challenge for these children.

For that reason, the P1 and P2 English programme has children learn to print letters in P1 and P2, and then introduces handwriting (cursive letters) starting in P3. The interactive audio programmes ask teachers to print letters or words on the board. Pages XVI and XVII of this guide contain a useful reference showing how lowercase and uppercase letters are formed.

- **Learning the names of the letters of the alphabet**

Children need to be able to talk about the letters and words they are seeing in the textbooks. For that reason, from P1 Term 1 children sing songs and play games to quickly learn to name the different letters of the alphabet in English. By the end of that first term, children should be able to name the English letters in words, even if they cannot yet read those words.

Children also need to learn the sounds that these different letters make when they are present in a word. Learning the sounds of letters begins towards the end of P1 Term 2.

- **Using large print size and exaggerating the spacing between words**

Young children's eyes are not sufficiently developed to be able to distinguish between all of the letters written in small size. For that reason, the simplified English texts for P1 and P2 are written in a larger size than normal letters. In addition, the spaces between words are exaggerated so that children can clearly see where a word starts and ends. In P2, the letter size is reduced, but still larger than what is normally found in P2 textbooks.

- **Playing five minutes of games or activities at the beginning of each IAI programme**

Automaticity refers to the ability to quickly identify letter names and letter sounds. Children who struggle to identify letter names and will have great difficulty reading English words and sentences. For that reason, every audio lesson begins with five minutes of games, such as with flashcards, to review the letter names and sounds studied previously. The goal is to increase the speed with which children can identify letter names and sounds.

- **Implementing activities in each reading lesson to develop fluency**

Fluency refers to being able to read a text quickly and accurately, and using the appropriate expression and intonation. This comes after automaticity, which is a necessary first step to start being able to read fluently.

Children develop their fluency when they have the opportunity to re-read texts that they have already read. Fluency activities can take many forms:

- Choral reading with the teacher: the children read out loud, with the teacher.
- Choral reading without the teacher: the children read out loud, as a group, and the teacher listens; the teacher can circulate around the room during the activity.
- Echo reading: the teacher reads a few words or a sentence while children follow along in their own text with their eyes and their finger; the children read what the teacher has read after the teacher stops.
- Pair reading: the children take turns reading a sentence from their story to each other. One child puts his finger under each word as the two children read the words together.

– Silent reading: the children read alone – whispering – and putting their fingers on each word as they read it.

At various points during each week, teachers will be asked to model reading to the children. This is important as it allows children to hear what fluent reading sounds like.

- **Using interactive writing activities**

During interactive writing, children stretch out words so that they can hear the different sounds in the English words. Children name the letters that make the sounds in the words and the teacher writes them on the board. Interactive writing reinforces children's understanding of the relationship between sounds and letters, which then strengthens reading and writing skills.

- **Introducing authentic writing activities**

P2 children need to be exposed to writing activities that go beyond copying words or sentences. Children need opportunities to engage in authentic writing, i.e., in which they attempt to write a word or sentence of their own choosing. This can begin by simply having children complete a sentence that has already been started, for example:

My favourite colour is _____ .

Regular practice will support children as they develop their writing skills to the point where they are forming complete sentences on their own. Interactive writing can help children figure out how to write the words they need for their sentences. Children can use the strategy of stretching out words to hear individual sounds, as in interactive writing.

- **Introducing word walls**

Children who are surrounded by print in the classroom learn to read faster and better. The simplest way of introducing English print in your classroom is to start a word wall. A word wall can be as simple as a permanent section of a blackboard reserved for recording the words that children encounter and find interesting. You can arrange the words alphabetically to make them easier to locate. Children should be encouraged to read the word wall on a regular basis, and to refer to those words when they are trying to write sentences.

- **Introducing simplified English stories**

Children who read regularly in English learn to read better and faster than children who do not. For that reason, the English language programme contains simple stories that are tied to the sounds being studied that week. Each story contains the letter-sound combinations targeted that week. The stories are carefully constructed, with each story being slightly more difficult than the previous week's story. The children should be able to read these stories.

Additional materials

No additional materials are required to implement the programme. However, teachers are encouraged to make their own locally developed materials: alphabet charts, vocabulary charts, flash cards, etc. The use of such materials can only enhance children's learning and make learning English much more child-centred and effective.

First week back to school activities

The first week of term 1 is an important week for the teacher and the children. The focus of the first week of school is upon getting to know the teachers, the routines and the layout of the school. Teachers should use this time to establish positive classroom rules and expectations based on what is needed in the classroom environment. Teaching the skills of cooperation, collaboration and establishing a productive learning environment will enrich and enhance the learning that comes later.

Learning children's names is the first step in creating a comfortable classroom that will encourage children's participation. It also shows children that their teacher is interested in them as individuals and helps the teacher report on individual children's progress.

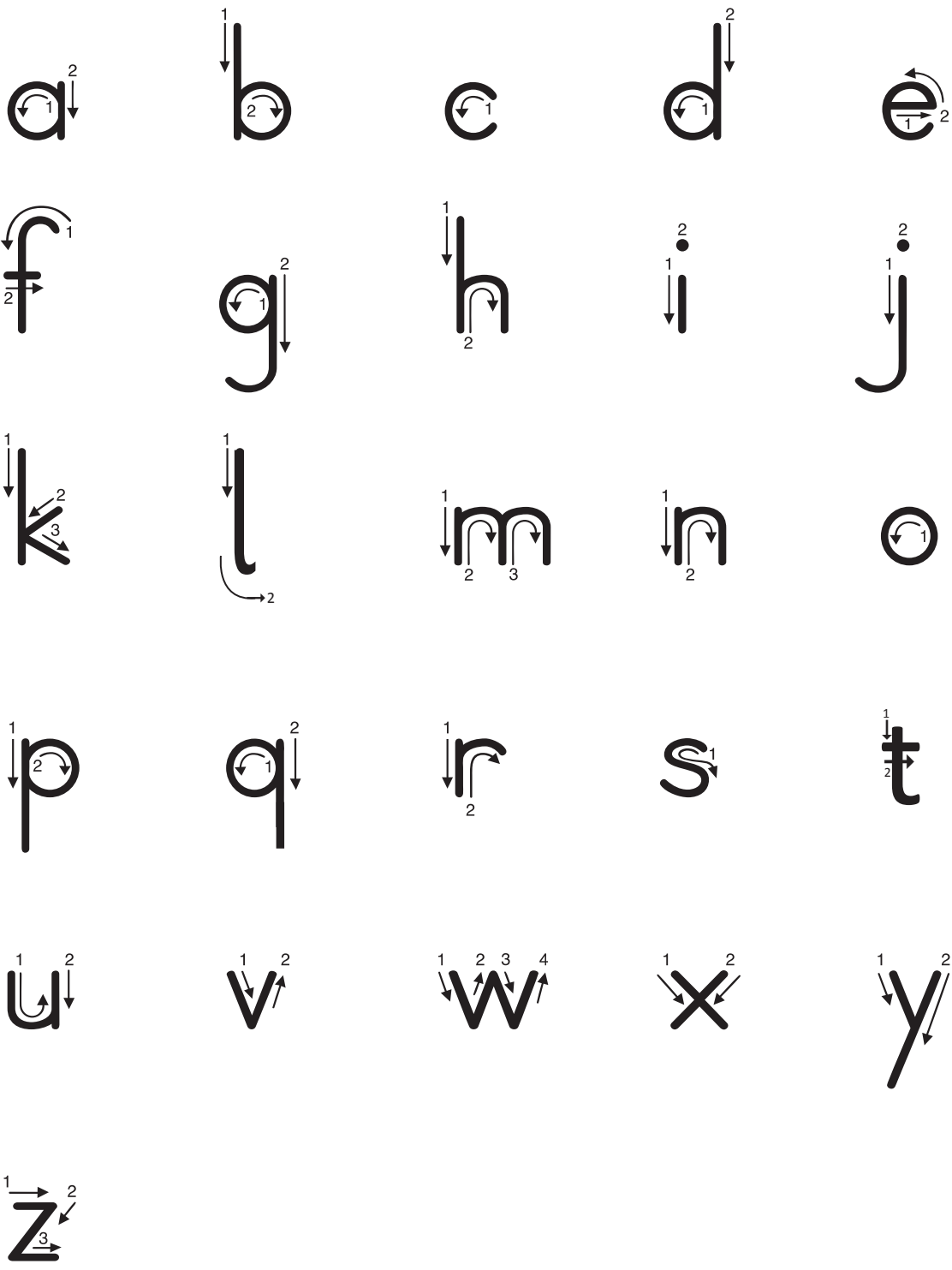
Forming class rules is one part of the process of conveying clear expectations to children, which is critical for creating a positive and productive learning environment.

Assessment

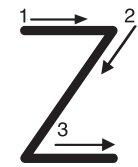
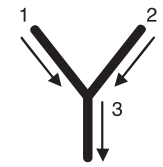
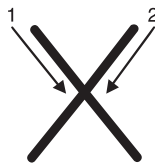
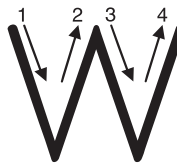
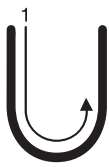
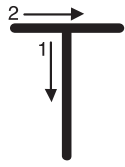
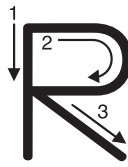
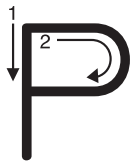
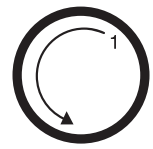
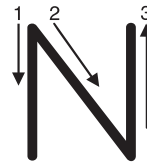
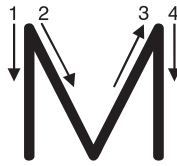
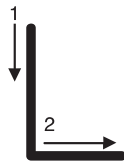
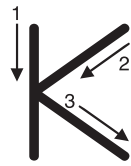
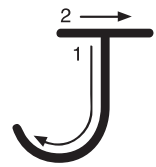
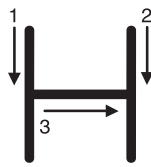
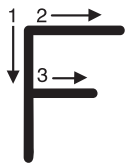
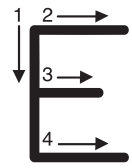
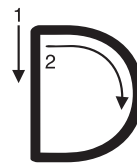
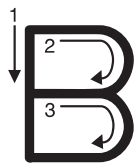
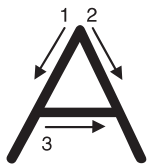
Day-to-day assessment is an essential aspect of effective teaching. It involves focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps. During the lesson, teachers need to be listening to, observing and engaging with the children they are assessing. We can use the strategies of questioning, observing and talking with children. We can develop methods for quickly checking on children's understanding and we can also develop more sustained assessment activities that give us a particular insight into how well the children are applying what they have learned.

Every two weeks the teacher guide contains simple diagnostic tasks that teachers and community volunteers can administer at key points in the school year to determine whether students are performing at the expected level in Math. The teacher guide contains a class record sheet, which can be used to keep assessment records about individual children in the class and record children's understanding of mathematical concepts.

Printing lower case letters of the alphabet



Printing upper case letters of the alphabet



Term 1 Week 2 – Week at a glance - Greetings and Farewells Decodable story: The Bat and the Cat

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Greetings	Greetings	Farewells	Farewells	Greetings Farewells	Reading	Reading and Writing
New structures & vocabulary	<ul style="list-style-type: none"> Good morning Good afternoon Good evening Hello 	<ul style="list-style-type: none"> How are you? Fine, thank you. 	<ul style="list-style-type: none"> Goodbye, Goodnight 	Review all	<ul style="list-style-type: none"> Hi Bye 	<ul style="list-style-type: none"> Cat, hat, fat, sat, bat 	<ul style="list-style-type: none"> Cat, hat, fat, sat, bat
Letter study	b, c, d, f and g	b, c, d, f and g	h, i, k, l, m	h, i, k, l, m	Recognizing and using short vowel /a/	Words with /at/ that rhyme	Words with /at/ that rhyme
Phonemic Awareness	Identify the first consonant in a word	Identify the first consonant in a word	Identify the first consonant in a word	Identify the first consonant in a word	Identify the sounds in a word	Add or substitute sounds in a word	Blend sounds in a word
Song, chant or rhyme	<ul style="list-style-type: none"> Good morning Alphabet song Song with letters b, c, d, f and g 		<ul style="list-style-type: none"> Good evening Alphabet song Song with letters b, c, d, f and g 		<ul style="list-style-type: none"> Good morning Short /a/ song Alphabet song 	<ul style="list-style-type: none"> Alphabet song 	
Game	Which words begin the same?	Which words begin the same?	Which words begin the same?	Which words begin the same?	Do this if you hear short /a/ Elastic word	Find the word Change the first sound game	Find the word Elastic word
Textbooks							
Success English	p.8	pp.1,5	pp.2,3,4	p.8	pp. 2,3,4		
Progressive	p.23	pp.2,4	pp.5,9	p.23	pp. 7,8		
Keynote	p.6	p.1	p.2	p.6	p.4		
New Primary	p.42	pp.3,4,6	pp.7,8	p.42	pp.1,2,5		



LESSON 1: HELLO, GOOD MORNING, GOOD AFTERNOON

By the end of the lesson, pupils will be able to:

- Greet appropriately: using *Hello*, *Good morning*, *Good afternoon* and *Good evening*, depending on the time of day.
- Identify the letter name and sounds of consonants Bb, Cc, Dd, Ff and Gg.

Key content:

- Hello
- Good morning
- Good afternoon
- Good evening

Teaching Aids:

- Phone and speakers.
- Audio Lesson (E-P2-T1-W2-L1).

Teaching tip

When introducing a new word or structure, repeat it many times and encourage children to use it often and in different ways.

BEFORE THE AUDIO PROGRAMME

Talk about how you greet people in Kinyarwanda in the morning, in the afternoon and in the evening.

DURING THE AUDIO PROGRAMME

B b

C c

D d

F f

G g

AFTER THE AUDIO PROGRAMME

Activity 1 The alphabet song (Whole class)

- Have children open to their alphabet charts or the alphabet pages in their textbooks:

Keynote p.6

Success English p.8

New Primary p.42

Progressive p.23

- Have children point at each letter as the others sing.
- Ensure that children point to the letters as they are singing.



Activity 2 Greetings (Pairs)

- Draw a sun coming up (morning), a full sun (afternoon) and a moon (evening) on the board.
- Point at a drawing and say the time of the day, for example, *evening*.
- Children greet their partners with the appropriate greeting, for example, *Good evening*.
- Once children can do this easily, point at a drawing but this time don't say the time of the day.
- Walk around and make sure all of the children are participating and greeting their partners appropriately.



LESSON 2: HOW ARE YOU? I AM FINE, THANK YOU

By the end of the lesson, pupils will be able to:

- Greet appropriately, using *Hello, Good morning, Good afternoon and Good evening*, depending on the time of day.
- Ask and answer: *How are you? I am fine, thank you.*

Key content:

- How are you?
- I am fine.
- Thank you.
- You

WARM UP

5 minutes

Children stand up and sing the *Good morning* song.n.

REVIEW

5 minutes

- Talk about the 3 different greetings learned in the previous lesson.
- Have children practice each greeting with a friend.

PRESENTATION

10 minutes

- Children open their textbook on pages:

Keynote p.1

New Primary pp.3, 4,6

Success English pp.1,5

Progressive pp.2,4

- Have children describe what is happening in each picture.
- Present the structure: *How are you? I am fine, thank you.*



APPLICATION

15 minutes

Activity 1 Repeat game (Whole class)

- Have children repeat after you the following statements: *Good morning. How are you? I am fine, thank you.*
- Continue until children are comfortable with the pronunciations.

Activity 2 Role play (Whole class).

- Call a girl to the front of the class and ask: *Good morning, how are you?*
- Help the girl answer: *I am fine, thank you.*
- Then help the girl to ask: *How are you, teacher?*
- Call a boy and a girl from the back of the class to the front to model the conversation together.



Activity 3 Role play (Pairs)

- Have children shake hands with their partner and say *Good morning, how are you?* The other child responds *I am fine. Thank you.* Circulate and help children.

EVALUATION

5 minutes

- Write the new greetings learned on the board.
- Have children come to the board, point at letters they know, say the letter names and the sound the letters make.

HOMEWORK



Have children practice greeting their family members.



LESSON 3: GOODBYE, GOOD NIGHT, LETTERS H, J, K, L AND M

By the end of the lesson, pupils will be able to:

- Use the farewells *Goodbye* and *Goodnight*.
- Identify the letter name and sounds of the consonants Hh, Jj, Kk, Ll and Mm.

Key content:

- Goodbye
- Goodnight

Teaching Aids:

- Phone and speakers.
- Audio Lesson (E-P2-T1-W2-L3).

Teaching tip

Use print writing rather than cursive writing when teaching letters.

REVIEW

Brainstorm all the greetings learned this week. Write them on the board.

PRESENTATION (AUDIO)

H h J j K k L l M m

APPLICATION

Activity 1 Which words begin the same? (Whole class)

- Say 3 words the children know, two of which begin with one of the consonants studied today, for example, help, hand, pen.
- Exaggerate the first sound of the words.
- Have children identify the 2 words that begin with the same letter.
- Ask children to name the letter.



Activity 2 Hello, goodbye (Pairs)

- Put children in pairs.
- When you clap once, one child must say:
Hello, how are you? to the other child.
- When you clap twice times, the other child must say: *I am fine, thank you.*
- When you clap **three** times, each child must say: *Goodbye* and then find another partner.
- The game starts again, with you clapping once, two or three times.



LESSON 4: GOODBYE, GOODNIGHT

By the end of the lesson, pupils will be able to:
Use the farewells *goodbye* and *goodnight*.

Key content:

- Goodbye
- Goodnight

WARM UP

5 minutes

Have children stand up and sing the *Good evening* song.

REVIEW

5 minutes

List the words learned this week (*Hello, Good morning, Good afternoon, Good evening*) on the board. Talk about when we use each greeting or farewell

PRESENTATION

10 minutes

Draw a moon on the board. Explain to children that they will pretend it is evening time.

- Have two children model the dialogue:
Child A: Good evening.
Child B: Good evening. Child A: How are you?
Child B: I am fine, thank you. How are you?
Child A: I am fine. Goodnight. Child B: Goodnight.
- Repeat with two other children.



APPLICATION

15 minutes

Activity 1 Role play (Pairs)

- Put children in A B pairs.
- When you clap, each child must say *Good evening* to the other.
- When you clap again, Child A must say *How are you?* Child B must respond *I am fine. Thank you. How are you?*
- When you clap a third time, the Child A responds *I am fine. Good night* and Child B says *Good night*.
- Have children find new partners and restart the game.



Activity 2 Alphabet song (Whole class)

- Children open to their alphabet charts or to the alphabet pages in their textbook pages:
Keynote pp.6 **New Primary pp.42**
Success English pp.8 **Progressive pp.23**
- Children sing the alphabet song and point at the letters as they sing.

EVALUATION

5 minutes

Have the children sing the *Good Evening* song.

HOMEWORK



Children practice greeting at different times of the day with their family members.



LESSON 5: HI, BYE & LETTERS B, C, D, F AND G

By the end of the lesson, pupils will be able to:

- Greet their friend informally by saying *Hi* and *Bye*.
- Identify the letter name and sounds of consonants Bb, Cc, Dd, Ff and Gg.

Key content:

- Hi
- Bye

Note: Explain to children that “Hi” and “Bye” are informal greetings.

Teaching Aids:

- Phone and speakers.
- Audio Lesson (E-P2-T1-W2-L5).

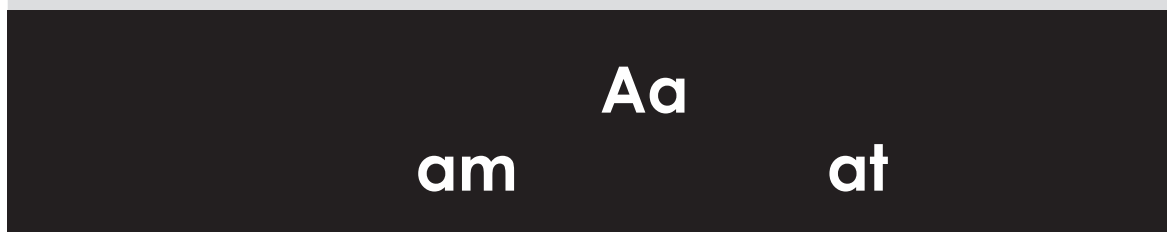
Teaching tip

Use natural intonation when modeling these greetings. The melody of your voice will help children understand the words.

BEFORE THE AUDIO PROGRAMME

Have children volunteer choosing letters for the class to sing the new letter songs.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1 Beginning a Word Wall (Whole class)

- Put the letter **Aa** on a section of the chalk board reserved for the word wall.
- Have the children think of words in English that begin with the letter Aa.
- Write those words on the board under the letter Aa.
- As you learn more letters in the alphabet, add words to the list under each letter.

WORD WALL

Aa Bc Cc

At

Am

Ant

Activity 2 Greetings (Pairs)

- Draw a sun coming up over the horizon (morning), a full sun (afternoon) and a moon (evening) on the board.
- Each time you point to one of the drawings, the partners must greet someone near them and use the appropriate greetings.
- Have them find a new partner each time.
- Walk around and make sure everyone is participating and greeting appropriately.





LESSON 6: READING WORDS THAT END IN ...AT

By the end of the lesson, pupils will be able to:

- Use phonics knowledge to decode the words: bat, cat, mat and hat.
- Recognize the words: the, on, a, and, The.
- Read the decodable text *The Bat and the Cat*.

Key content:

- Bat
- Cat
- Fat
- Hat
- Mat

Teaching Aids:

- Phone and speakers.
- Audio Lesson (E-P2-T2-W2-L6).
- Daily Reader Story: *The Bat and the cat*

Teaching tip

Do not read the story to the children before the audio programme. It is important that this is the first time the children read the story.

BEFORE THE AUDIO PROGRAMME

Talk about the title page of the story *The Bat and the Cat*. Have children predict what might happen in the story based on what they see on the title page.

DURING THE AUDIO PROGRAMME

c
f
h
s
b

the

on

a

at

and

The

AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in pairs.
- Children retell the events in the story, while looking at the pages.
- Have the children retell the story altogether, in a large group.
- Encourage children to use as many details as possible.
- Reinforce new English vocabulary.

The bat sat on the cat



Activity 2 Rhyming Dictation (Individual)

- Dictate a rhyming word from the story (cat, hat, mat, sat, bat).
- Have children write the word.
- Have children explain how they wrote the word and why.
- Write the correct word on the board and begin again with a second word.



LESSON 7: READING STORY - THE BAT AND THE CAT

By the end of the lesson, pupils will be able to:

- Use phonics knowledge to decode the words: cat, fat, hat and bat.
- Recognize the words: the, on, a, and The.
- Read the decodable text *The Bat and the Cat*.

Key content:

- Cat
- Hat
- Fat
- Bat

Teaching Aids

Daily Reader Story: *The Bat and the Cat*

WARM UP

5 minutes

- Write _____at on the board.
- Replace _____ with the consonant c (c at) and have children read the word.
- Repeat with consonants r, f, b, s and h (r at, f at, b at, h at).

at

REVIEW

5 minutes

- Write on the board the words: The, a, the, and, on.
- Play BUZZ. Have children say words as you point to them. Go as quickly as possible.

The a
on and the

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Point to each word and ask children to read it with you.
- Have the children read each word as you point to it.
- Go as quickly as possible.

A cat The cat
A hat..... The hat
A bat The bat

APPLICATION

15 minutes

Activity 1 Echo reading of *The Bat and the Cat* (Whole class)

- Have children turn to *The Bat and the Cat* in their reader.
- Read the first page to the children.
- Have them point to each word as you read it.
- Then have them repeat what you have just read, pointing to words as they read them.
- Continue, page by page, until all pages have been read.

Activity 2 Choral reading (Whole class)

Have children read the story out loud together, pointing to each word as they read it.

Activity 3 Pair reading (Pairs)

Have children take turns reading a page with their partners. When they finish, they can start again and try to read a little bit faster.

EVALUATION

5 minutes

Have children copy the sentences at the end of the story in their notebooks, and then write the missing words in the blanks to make sentences.

HOMEWORK



Children take the story book home and read the story to an adult or a sibling.

Week 3 – Week at a glance - Greetings and Farewells Decodable story: Nan and the Van

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Review Greetings & Farewells	Review Greetings & Farewells	Greeting people at school	Greeting people at school	Farewells	Reading	Reading and Writing
New structures & vocabulary	<ul style="list-style-type: none"> Good morning, Good afternoon, Good evening, Hello, hi, bye Goodbye 	<ul style="list-style-type: none"> How are you? Fine, thank you. Nice to meet you. 	<ul style="list-style-type: none"> Sir, Madam, Mr., Mrs. 	<ul style="list-style-type: none"> Sir, Madam, Mr., Mrs. 	<ul style="list-style-type: none"> Tomorrow See you See you tomorrow 	<ul style="list-style-type: none"> Can, van, ran, fan, pan 	<ul style="list-style-type: none"> Can, van, ran, fan, pan
Letter study	n, p, q, t, s	n, p, q, t, s	t, v, w, x, z	n, p, q, t, s	Recognize and use short vowels /a/ and /e/	Words with the letters /an/ that rhyme	Words with the letters /an/ that rhyme
Phonemic Awareness	Identify the first consonant in a word	Identify the first consonant in a word	Identify the first consonant in a word	Identify the first consonant in a word	Blend sounds in a word	Blend sounds in a word	Blend sounds in a word
Song, chant or rhyme	Good morning Alphabet song Song with letters n, p, q, t, s		Good evening Alphabet song Song with letters t, v, w, x, z		Good morning Short /a/ song Short /e/ song Alphabet song	Alphabet song	
Game	<ul style="list-style-type: none"> Which words begin the same? Do this if you hear... 	<ul style="list-style-type: none"> Which words begin the same? 	<ul style="list-style-type: none"> Which words begin the same? Do this if you hear... 	<ul style="list-style-type: none"> Which words begin the same? 	<ul style="list-style-type: none"> Do this if you hear... Change the first sound 	<ul style="list-style-type: none"> Find the word Change the first sound Elastic word 	<ul style="list-style-type: none"> Find the word Elastic word
TEXTBOOKS							
Success English	pp.4,6	pp.4,6	pp.4,6	pp.4, 6	pp.4,6		
Progressive	pp.6, 9	pp.6, 9	pp.6, 9	pp.6, 9	pp.6, 9		
Keynote	pp.3 5	pp.3 5	pp.3, 5	pp.3, 5	pp.3 5		
New Primary	pp.4, 6	pp.4, 6	pp.4, 6	pp.4, 6	pp.4, 6		



LESSON 1: GOOD MORNING/AFTERNOON/EVENING N, P, Q, R, S

By the end of the lesson, pupils will be able to:

- Greet appropriately using: Hello, Good morning, Good afternoon and Good evening.
- Identify the letter name and sounds of consonants Nn, Pp, Qq, Rr and Ss .

Key content:

- Hello
- Good morning
- Good afternoon
- Good evening
- Goodbye

Teaching aids

- Phone and speakers
- Audio lesson (E-P2-T1-W3-L1).

Teaching tip

Erase the chalkboard frequently. Too much writing on the board distracts and confuses young children.

BEFORE THE AUDIO PROGRAMME

Sing the *Alphabet song* in Kinyarwanda and count the letters. Then sing it in English and count the letters. Ask children which language has more letters.

DURING THE AUDIO PROGRAMME

N n P p Q q R r S s

AFTER THE AUDIO PROGRAMME

Activity 1 Letter List (Whole class)

- Review the consonants on the board.
- Ask children to stand up if their name begins with the letter Nn.
- Write the children's names on the board under Nn.
- Repeat with Pp, Rr, and Ss.
- Exaggerate the first sound to make it easier for children to hear the letter sound.
- Talk about why there are no names that begin with the letter Qq.

Nn	Pp	Qq	Rr	Ss
Neza	Paul	Rose	Sam	
Nina	Pascal	Rene		
Nadia				

Activity 2 Greetings (Pairs)

- Put the children in pairs.
- Draw a sun coming up over the horizon (morning), a full sun (afternoon) and a moon (evening) on the board (see example on the right).
- Point at a drawing and say the time of day, for example, *evening*.
- Ask children to greet their partner with the appropriate greeting, for example, *Good evening*.
- Once children can do this easily, point at a drawing but don't say the time of the day.
- Ask the children to greet their partners with the appropriate greeting.



LESSON 2: HOW ARE YOU? I AM FINE, THANK YOU.

By the end of the lesson, pupils will be able to:

- Greet appropriately, using hello, good morning, good afternoon and good evening.
- Ask and answer: *How are you? I am fine, thank you.*

Key content:

- How are you?
- I am fine
- Thank you

WARM UP

5 minutes

Ask children to stand up and sing the Letter Songs for N, P, R and S.

REVIEW

5 minutes

- Talk about the 3 different greetings learned in the previous lesson.
- Have children practice each greeting with a friend.

PRESENTATION (AUDIO)

10 minutes

- Ask children to open their textbooks on pages:
Success English p. 2, **New Primary pp.4 & 5**
Keynote English p. 3, **Progressive p. 4**
- Have children describe what is happening in the picture.
- Review the use of: *How are you? I am fine, thank you.*



APPLICATION

15 minutes

Activity 1 Repeat game (Whole class)

- Say the following statements. Have children repeat after you each time.

Good morning How are you? I am fine, thank you.

- Continue until children are comfortable with the pronunciation.

Activity 2 Role play (Whole class)

- Call a girl to the front of the class. Ask: *Good morning, how are you*
- Help the girl answer: *I am fine, thank you.*
- Help the girl to ask: *How are you, teacher?* and then answer.
- Call a boy and a girl from the back of the class to the front and help them model the same conversation together.



Activity 3 Role play (Pairs)

Ask children to shake hands with a classmate sitting near them and say *Good morning, how are you?* The other child responds *I am fine. Thank you!* Ask them to repeat this with all the classmates near them. Circulate and help children.

EVALUATION

5 minutes

Ask children words they practiced in English today.

HOMEWORK

Ask children to practice greeting their family members.





LESSON 3: LESSON 3: SIR, MADAM, MR, MRS. & LETTERS T, V, W, X, Y

By the end of the lesson, pupils will be able to:

- Address grownups appropriately using the titles Sir, Madam, Mr. and Mrs.
- Identify the letter name and sounds of consonants Tt, Vv, Ww, Xx, Yy and Zz.

Key content:

- Sir
- Madam
- Mr.
- Mrs.

Teaching aids

- Phone and speakers
- Audio lesson (E-P2-T1-W3-L3).

Teaching tip

When children are listening, address your colleagues in English, as Sir, Madam, Mr. or Mrs, this help children understand the new words in context.

BEFORE THE AUDIO PROGRAMME

Ask children to stand up and sing the *Alphabet* song.

DURING THE AUDIO PROGRAMME

Hello Sir.	Hello
Madam.	
Hello Mr. Kamanzi.	Hello
Mrs. Uwera.	
Goodbye Sir.	Goodbye
Madam.	
Goodbye Mr. Kamanzi.	Goodbye
Mr. Kamanzi.	

Tt Vv Ww Xx Yy Zz

AFTER THE AUDIO PROGRAMME

Activity 1 Do this if you hear T (Whole class)

- Say the following words: teacher, two, ten, to, take, tell.
- If the word begins with the sound /t/, have children put their hands on their heads.
- Use names of children in the class as well as familiar words.



Activity 2 Hello, Goodbye (Pairs)

- Put children in pairs A and B. Tell Children A they will pretend to be a teacher.
- When you clap once, Children B say: Hello, sir /madam and Children A respond.
- When you clap again, Children A say: How are you, Sir/Madam? and Children B respond.
- When you clap three times, Children B say: Goodbye, sir/ madam and Children A respond.
- Ask the children to change roles and play again.



LESSON 4: SIR, MADAM, MR., MRS. & LETTERS T, V, W, X, Y, Z

By the end of the lesson, pupils will be able to:

- Address grownups appropriately using the titles Sir, Madam, Mr. and Mrs.
- Identify the letter name and sounds of consonants Tt, Vv, Ww, Xx, Yy and Zz.

Key content:

- Sir
- Madam
- Mr.
- Mrs.

WARM UP

5 minutes

Ask children to stand up and sing the T, V and Z letter songs.

REVIEW

5 minutes

List the words Sir, Madam, Mr. and Mrs. on the board. Ask children when we use each title.

PRESENTATION

10 minutes

- Draw a picture of a man and a woman on the board.
- Tell your children to imagine it is morning.
- Point at the picture of the man.
- Ask children how you greet him (*Good morning, Sir*).
- Then point at the woman, and ask how we greet her (*Good morning, Madam*). Repeat with different times of the day.



APPLICATION

15 minutes

Activity 1 Textbook - Role play (Whole class)

Ask children to open their textbooks to the pages:

Success English pp. 4&5

New Primary pp.4 & 5

Keynote English pp.1 &4

New Progressive pp. 2&3



- Discuss what is being said in the pictures.
- Call one child to the front of the class to role play the teacher and one child to role play the child.
- Help the children to greet each other using the same language as shown in the textbook.

Activity 2 Role play (Pairs)

- Ask children to repeat the role playing activity in pairs.

EVALUATION

5 minutes

Ask the children to sing the *Good evening* song.

HOMEWORK



Ask children to greet adults using the learned titles.



LESSON 5: SEE YOU & SHORT /A/ AND /E/ SOUNDS

By the end of the lesson, pupils will be able to:

- Compose sentences describing locations in the community.
- Use contractions in writing.

Key content:

- See you
- Tomorrow
- See you tomorrow

Note: Explain to children that See you is an informal greeting.

Teaching Aids:

- Audio Lesson (E-P2-T1-W3-L5).
- Phone and speakers.

Teaching tip

Reinforce the new structures by saying “See you tomorrow” or “See you” to your children at the end of English lessons..

BEFORE THE AUDIO PROGRAMME

Talk about different ways you say farewell to people in Kinyarwanda. Think of as many different ways as possible.

DURING THE AUDIO PROGRAMME

A a E e

APPLICATION

Activity 1 Textbook Role play (Pairs)

Have children open their textbooks on pages:

Success English p. 2

New Primary pp.4 & 5

Keynote English p. 3

Progressive pp. 4



- Discuss what is being said in each picture.
- In pairs, the children role play the situations in the pictures.

Activity 2 Rhyme Time (Whole class)

- Write on the board: __an.
- Ask children to sound out the two letters.
- Then ask children to come to the board to write a consonant in front of the __an.
- Encourage children to make real words by adding the letters: c (can), r (ran), v (van), f (fan), p (pan).
- Ask the class to sound out the letters to read the words.
- Talk about the meaning of any new words.

pan can
ran



LESSON 6: READING WORDS THAT END IN _AN

By the end of the lesson, pupils will be able to:

- Sound out the words Nan, van, fan, pan.
- Recognize the words: *and, on, to, a* and *the*.
- Use this knowledge to read *Nan and the Van*.

Key content:

- Van
- Ran
- Fan
- Pan

Teaching Aids:

- Daily Reader Story: *Nan and the Van*
- Audio Lesson (E-P3-T1-W3-L6).
- Phone and speaker.

Teaching tip

Allow the children some minutes before the audio programme to look at the pictures of the story. Don't read it to them. Let the children browse through it independently.

BEFORE THE AUDIO PROGRAMME

Talk about the title page of *Nan and the Van*. Ask children to make predictions of what might happen in the story

DURING THE AUDIO PROGRAMME

v	the	on
f		
N	an	and to
p		
c	a	

AFTER THE AUDIO PROGRAMME

Activity 1 Retell the story (Pairs or triads)

- Put children in groups of 2 or 3.
- Ask children to retell the events in the story, while looking at the pages.
- Walk around and encourage children to include details.
- Have the children retell the story all together, in a large group.



Activity 2 Rhyming Dictation (Individual)

- Say a word from the story, for example, man.
- Ask the children to write the word in their notebooks.
- Have children explain how they wrote the word.
- Ask them how did they know which letters to write?
- Write the correct word on the board and begin again with another rhyming word like van.
- Repeat with more rhyming words.
- Make sure children are not copying but recording the sounds they hear.



LESSON 7: READING THE STORY - NAN AND THE VAN

By the end of the lesson, pupils will be able to:

- Sound out consonant + vowel + consonant words. Example: van.
- Recognize the words: and, on, to, a and the.
- Use this knowledge to read *Nan and the Van*.

Key content:

- fan
- pan

Teaching Aids:

- Daily Reader Story: *Nan and the Van*

WARM UP

5 minutes

- Write _____an on the board.
- Replace the _____ with the consonant n (n an) and have children read the word.
- Repeat with consonants r, f, v, p and c (ran, Dan, van, etc.)

an

REVIEW

5 minutes

- Write these words on the board: *to, a, the, and, on*.
- Play BUZZ. Ask children to say the words as you point to them.
- Go as quickly as possible.

to a
on and the

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Point at each word and have children read it. Go as quickly as possible.

A van The van A
pan The pan A
fan The fan

APPLICATION

15 minutes

Activity 1 Echo reading of Nan and the Van (Whole class)

- Have children turn to *Nan and the Van* in their reader.
- Read the first page to the children.
- Have them keep their eyes on and point at the word as you read it.
- Then have them repeat what you have just read, while pointing at each word as they say it aloud.
- Continue, page by page, until all pages have been read.



Activity 2 Choral reading (Whole class)

Ask children to read the story out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3 Pair reading (Pairs)

Ask children to take turns, each reading a page to their partners. When they finish, they can start again and try to read a little bit faster.

EVALUATION

5 minutes

Ask children to copy the sentences at the end of the story in their notebooks, and then fill in the blanks to make sentences.

HOMEWORK



Ask children to take their story book home and read the story *Nan and the van* to an adult or a sibling.




WEEK 2 AND 3 ASSESSMENT TASKS

Ask children one by one to come to your table.

Assessment task 1 – Identify the letter sound.




Say the following words three times. Each time, ask the child to say the beginning sound.

bat fan get Sam

		
Did not say any sound correctly.	Said less than 2 sounds correctly.	Said 3 or more sounds correctly.

Assessment task 2 – Greetings




Point at each drawing and ask the child what greeting they use at that time of the day.

		
Did not say any correct greeting.	Said 1 correct greeting.	Said all the correct greetings

Assessment task 3 – Read simple words

Ask the child to put his/her finger under each word and read:

the on a
and van cat

		
Did not read any word correctly	Read 3 or less words correctly	Read 4 or more words correctly

WEEKS 2 AND 3 ASSESSMENT TASKS

[illegible]

Week 4 – Week at a glance - Greetings and Farewells Decodable Story: Ben

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New learning	Greeting people at school	Greeting people at school	Greeting people at school	Greeting people at school	Review	Reading	Reading and Writing
New structures & vocabulary	visitor class	visitor friend	teacher head teacher we are fine	teacher head teacher we are fine	Review	hen, pen, men, ten, den	hen, pen, men, ten, den
Letter study	<ul style="list-style-type: none"> /th/ at the beginning of words short /a/ 	<ul style="list-style-type: none"> /th/ at the beginning of words short /a/ 	<ul style="list-style-type: none"> short /a/ /th/ 	<ul style="list-style-type: none"> Words that end in /an/ Words that end in /en/ time 	<ul style="list-style-type: none"> Recognize medial short vowels /e/ 	<ul style="list-style-type: none"> Read words with short vowel /e/ 	<ul style="list-style-type: none"> Read and write words with short vowel /e/
Phonemic awareness	Changing the first consonant in a word	Changing the first consonant in a word	Identifying /th/	Identifying /th/	Changing the first consonant in a word	Blend sounds in a word	Blend sounds in a word
Song, chant or rhyme	Good evening Short /a/ song /th/ song	Good evening	Good morning Short /e/ song /th/ song	Good morning	Hello song Short /e/ song Letter chants /t/ /m/ and /p/		Alphabet song
Game	Make a new word	Do this if you hear... short /a/	Do this if you hear.../th/	/th/ textbook search	Change the first sound	Buzz Find the word	Find the word Elastic word
TEXTBOOKS							
Success	p.4	p.4	pp.2	p. 15, 16	p.1 7		
Progressive	p.8	p.8	pp. 2	p. 14, 17	p. 2 9		
Keystone	p. 4	p.4	pp.2	p.12, 13	pp. 1 6		
New Primary	p.4	p.4	pp. 7	p.17, 19	pp. 1 - 10		



LESSON 1: GREETING VISITORS & SOUND MADE BY LETTERS 'TH'

By the end of the lesson, pupils will be able to:

- Greet visitors appropriately when they enter the classroom.
- Identify the sound made by /th/.

Key content:

- Visitor
- Class

Teaching aids:

- Audio Lesson (E-P3-T1-W4-L1).
- Phone and speakers.

Teaching tip

Reinforce the new vocabulary regularly. Encourage the children to greet guests as visitors or friends.

BEFORE THE AUDIO PROGRAMME

Discuss with the class how you welcome visitors in Kinyarwanda.

DURING THE AUDIO PROGRAMME

Th

AFTER THE AUDIO PROGRAMME

Activity 1 Make a silly Word (Whole class)

- Say an easy word, for example, *book*.
- Ask children to say the ending sound in the word (ook).
- Ask children to change the first sound in the word, such as look, cook, dook.
- Write the answers on the board.

book
look
cook
dook

Activity 2 Greeting Visitors (Pairs)

- Put the children in pairs, assign one of them to pretend to be a visitor.
- Draw a sun coming up over the horizon (morning), a full sun (afternoon) and a moon (evening) on the board.
- Point at a drawing.
- Children greet their partners with the appropriate greeting, for example, *Good evening, visitor*.
- After practicing each time of the day, partners change roles.
- Circulate and make sure children are all participating and using the appropriate greetings and the word visitor.
- Time permitting, allow children to draw the same pictures in their notebooks and play the game again with their partners.
- Children point at a picture and their partner says they correct greeting.



LESSON 2: GREETING VISITORS & SOUND MADE BY LETTERS 'th'

By the end of the lesson, pupils will be able to:

- Greet visitors appropriately when they enter the classroom.
- Identify the sound made by /th/.

Key content:

- Visitor
- Class

WARM UP

5 minutes

Children stand up and sing *The Good Morning* song. Talk about what the lyrics say in the song.

REVIEW

5 minutes

Talk about how visitors greet children when they enter the classroom, and how the children greet the visitor.

PRESENTATION

10 minutes

- Ask children to open up their textbooks on pages:
Success English p. 2 **New Primary p. 1**
Keynote English p. 1 **Progressive p. 2**
- Have children say who in the picture is greeting the class and who is greeting a visitor. Review the words *visitor* and *class*.

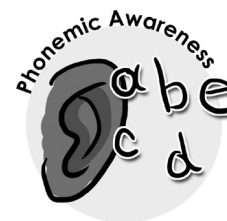


APPLICATION

15 minutes

Activity 1 Do this if you hear /th/ (Whole class)

- Say a word in English.
- If the word begins with the sound /th/ have children put their hands on their heads.
- Use names of children in the class as well as familiar words, such as *this*, *that*, *Thursday*, *thanks*, *three*, *thirteen* and *thirty*.



Activity 2 Role play (Whole class)

- Call a child to the front of the class.
- Have the child pretend to be a visitor and greet the class.
- Instruct the children to respond appropriately calling the child *visitor*.
- Have another child come to the front of the class and repeat the process using a different greeting.

EVALUATION

5 minutes

- Ask children words they practiced in English today.
- Write the new greetings learned on the board.
- Have children come to the board, and point to locate letters they know.
- Children should say the letter name and the sound it makes.

HOMEWORK



Have children practice greeting their family members using different greetings.



LESSON 3: WE ARE FINE & SOUND MADE BY LETTERS 'TH'

By the end of the lesson, pupils will be able to:

- Address teachers and head teachers appropriately.
- Use: *We are fine* to collectively answer the question, *How are you?*
- Hear and recognize the initial /th/ sound.

Key content:

- Teacher
- Head teacher
- We are fine

Teaching Aids:

- Audio Lesson (E-P2-T1-W4-L3).
- Phone and speakers

Teaching tip

Make sure to articulate clearly and make your mouth visible to all the children when teaching new sounds like /th/.

BEFORE THE AUDIO PROGRAMME

Sing the *Good Evening* song.

DURING THE AUDIO PROGRAMME

E e Th

AFTER THE AUDIO PROGRAMME

Activity 1 Textbook Role play (Pairs)

- Have children open their textbook on pages:

Success English p. 2

Keynote English p. 3

New Primary p.7

Progressive p. 2

- Discuss what is being said in each picture.
- In pairs, have children role play the situations in the pictures.



Activity 2 Textbook search (Pairs)

- In pairs, children flip the pages of the textbook and look for words that are spelt with /th/.
- List the words on the board.
- Reread the words and exaggerate the /th/ sound.
- Help children make the /th/ sound themselves.





LESSON 4: WE ARE FINE & READING WORDS ENDING IN AN

By the end of the lesson, pupils will be able to:

- Address teachers and head teachers appropriately.
- Use *We are fine* to collectively answer, *How are you?*
- Write words that end in /an/.

Key content:

- Teacher
- Head teacher
- We are fine

WARM UP

5 minutes

Have children stand up and sing the *Alphabet* song.

REVIEW

5 minutes

List the words **Sir, Madam, teacher** and **head teacher** on the board. Ask children when we use each title.

PRESENTATION

10 minutes

Ask the children *How are you?* and remind them to answer *We are fine*. Have children take turns pretending to be a teacher and ask the class *Good morning. How are you?*

APPLICATION

15 minutes

Activity 1 Role play (Whole class)

- Children open their textbooks on pages:
Success English pp. 14, 26 **New Primary pp.17 19,**
Keynote pp.12, 13 **Progressive pp. 14, 17**
- Discuss what is being said in the pictures.
- Call two children to the front of the class: one plays the role of the teacher and the other the role of the child.
- They greet each other and use the same language as shown in the textbook.
- In pairs, children repeat the same conversation as modeled in textbooks.



Activity 2 Brainstorm words (Pairs)

- In pairs, children write a words they can remember that end in –an.
- Share words as a class.
- Write them on the board.

Dan can fan man
pan ran tan van

EVALUATION

5 minutes

Have the children sing the *Good morning* song.

HOMEWORK



Children greet adults using the learnt titles.



LESSON 5: GREETING VISITORS & SOUND MADE BY LETTERS 'TH'

By the end of the lesson, pupils will be able to:

- Use and understand the greetings and farewells studied in previous lessons.
- Decode words with the –en rhyme.

Key content:

- Review of all greetings

Teaching Aids:

- Audio Lesson (E-P2-T1-W4-L5).
- Phone and speakers.

Teaching tip

Encourage children to say the sound of each letter in a word in order to read it.

BEFORE THE AUDIO PROGRAMME

Brainstorm all of the greetings and farewells studied over the last three weeks.

DURING THE AUDIO PROGRAMME

en hen pen ten

AFTER THE AUDIO PROGRAMME

Activity 1 Textbook Search (Pairs)

- Say a greeting, such as *Good morning*.
- In pairs, children look through the greeting pages of their textbooks and find someone saying *Good morning*.
- When the page is correctly identified, talk about how that child knew it said *Good morning*, for example, *did the child look at the time of day? Or did the child look at the letters in the word?*



Activity 2 Rhyme Time (Whole class)

- Write on the board: en
- Ask children to sound out the two letters.
- Ask children to come to the board to write a consonant in front of the en.
- Encourage children to make real words by adding letters: m (men), p (pen), t (ten), h(hen), B (Ben).
- Ask the class to sound out the letters and read the words.
- Talk about the meaning of any new words.

pen

ten

hen



LESSON 6: READING WORDS THAT END WITH _AN

By the end of the lesson, pupils will be able to:

- Sound out the words men, pen, hen, ten.
- Recognize the words: *and, is, in, a and the.*
- Use this knowledge to read *Ben*.

Key content:

- Hen
- Pen
- Men
- Ten

Teaching Aids:

- Audio Lesson (E-P2-T1-W4-L6).
- Phone and speakers.

Teaching tip

Encourage children to say the sounds of the letters rather than memorizing the words.

BEFORE THE AUDIO PROGRAMME

Talk about the cover of the book *Ben*. Have children make predictions what might happen in the story.

DURING THE AUDIO PROGRAMME

p	the	in	
h	a		
t	en	and	is
m			

AFTER THE AUDIO PROGRAMME

Activity 1 Rhyming Dictation (Individual)

- Dictate a rhyming word from the story (men, pen, hen, and ten). Say it slowly, sounding each letter.
- Have children write the word.
- Have children explain how they wrote the word and why.
- Write the word correctly on the board and begin again with the next word.



LESSON 7: READING THE STORY - BEN

By the end of the lesson, pupils will be able to:

- Sound out consonant + vowel + consonant words.
- Recognize the words: *and, in, is, a and the.*
- Use this knowledge to read *Ben*.

Key content:

- Hen
- Pen
- Men
- Ten

WARM UP

5 minutes

- Write _____en on the board.
- Replace the _____ with the letter m (m en) and have children sound out the letters and read the word. Repeat with consonants t, h, p and B.

en

REVIEW

5 minutes

- Write the words is, a, the, and, in on the board.
- Play BUZZ. Have children say words as you point at them.

Go as quickly as possible. Reinforce incorrect answers.

is a
in and the

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Point to each word and have children read it.
- Have the children read each word as you point to it.
- Go as quickly as possible.

A hen The hen
A pen The pen
A den..... The den

APPLICATION

15 minutes

Activity 1 Echo reading of Ben (Whole class)

- Have children turn to *Ben* in their reader. Read the first page to the children. Have them keep their eyes on the text and point to each word as you read it.
- Ask the children to repeat what you have just read, pointing to each word as they read it.
- Continue, page by page, until all pages have been read.



Activity 2 Choral reading (Whole class)

- Have children read the story out loud together, keeping their eyes on the text and pointing at each word as they read it.

Activity 3 Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

Have children copy the sentences at the end of the story in their notebooks, and then fill in the blanks to make sentences.

HOMEWORK

Have children practice greeting their family members using different greetings.



Week 5 – Week at a glance - Introductions
Decodable story: Zet and the Net

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Introducing myself	Introducing myself	How old am I?	How old am I?	What class am I in?	Zet and the Net	Zet and the Net
New structures & vocabulary	What is your name? My name is...	What is your name? My name is...	How old are you? I am ... years old. Thank you You are welcome	How old are you? I am ... years old.	In which class are you? I am in Primary 2	Net, pet, wet, vet, get, let have, me	Net, pet, wet, vet, get, let have, me
Letter study	G, j Short /e/	G, j Short /e/	Z, w, v Short /e/	Z, w, v Short /e/	Short /e/	Short /e/ and /en/	Short /e/ and /en/
Phonemic Awareness	• Identifying a sound in a word	• Identifying words with the same sound	• Manipulating final sounds • Identifying a sound in a word	• Identifying words with the same sound	• Manipulating final sounds • Identifying words with the same sound	• Blending sounds to form a word	• Blending sounds to form a word
Song, chant or rhyme	• What is your name? • Short /e/ song • Song with g and j	• Alphabet chants • Short /e/ song	• What is your name? • Short /e/ song • Song with g and j	• Alphabet chants • Short /e/ song	• What is your name? • Alphabet song	• What is your name? • Short /e/ songs	
Game	• Make a new word • Do this if you hear short /e/		• Make a new word • What is the vowel?	• Which words end the same?	• Do this if you hear the sound /en/ • Make a new word	• Find the word • Change the end sound • Elastic word	• Find the word • Change the end sound • Elastic word
TEXTBOOKS							
Success English	p.9	p.9	p.9	p.9	p.9		
Progressive	pp.10, 11	pp.10, 11	pp.10, 11	pp.10, 11	pp.10, 11		
Keynote	pp. 7, 8	pp. 7, 8	pp. 7, 8	pp. 7, 8	pp. 7, 8		
New Primary	pp. 11 and 13	pp. 11 and 13	pp. 11 and 13	pp. 11 and 13	pp. 11 and 13		



LESSON 1: WHAT IS YOUR NAME? MY NAME IS...

By the end of the lesson, pupils will be able to:

- Ask and answer the question *What is your name?*
- Identify the letter names and sounds of /g/ and /j/.

Key content:

- What is your name?
- My name is....

Teachers Materials:

- Audio Lesson (E-P2-T1-W5-L1).
- Phone and speakers.

Teaching tip

Encourage children to raise their hands quietly to answer a question, this will give everyone an equal chance.

BEFORE THE AUDIO PROGRAMME

Talk about the expressions you use to introduce yourself in Kinyarwanda.

DURING THE AUDIO PROGRAMME

J j Gg
jump

good

AFTER THE AUDIO PROGRAMME

Activity 1 Word lists (Whole class)

- Ask children the names of the letters on the board.
- Ask children to say the sounds the letters make.
- Read the words for each letter. Exaggerate the first sound of the word.
- Have the children repeat the words.
- Challenge children to think of more words that begin with the letters.
- List the words under the letters.
- Add the words to the class word wall.

Jj	Gg
jump	good
Jane	girl
jug	goat
jet	go

Activity 2 Introducing yourself (Whole class)

- Tell all the girls to stand up.
- Tell the girls to walk around the classroom.
- When you clap your hands, the girls each stand next to a seated boy and ask him *What is your name?*
- The boys answer.
- Repeat this three times.
- Then have boys stand up and walk around to introduce themselves.
- Walk around and make sure everyone is participating.

LESSON 2: WHAT IS YOUR NAME? MY NAME IS...

By the end of the lesson, pupils will be able to:

- Ask and answer the question: *What is your name?*
- Differentiate between the letter names and sounds of /g/ and /j/.

Key content:

- What is your name?
- My name is...

WARM UP

5 minutes

Children stand up and sing *The Hello Song*.

REVIEW

5 minutes

Talk about what we do and say when we meet someone new.

PRESENTATION (AUDIO)

10 minutes

- Ask children to open their textbook on pages:
Success English p. 9, New Primary pp. 11 & 13,
Keynote English pp. 7, 8 Progressive pp. 10, 11
- Have children describe what is happening in the picture and what they think the people are saying.

APPLICATION

15 minutes

Activity 1 Do this if you hear /g/ (Whole class)

- Say a familiar word aloud to the children.
- If the word begins with the /g/ sound, the children put their hands on their heads.
- Vary the words to make it challenging.
- Say the following words: door, green, good, green, visitor, table, get, game, head teacher.

Activity 2 Textbook Role Play (Pairs)

- Put children in A B pairs.
- Have children describe to each other what is happening on the textbook pages.
- Have children role play the situation.
- Walk around and make sure children are using the target language structures *What is your name?* and *My name is..*

G g words

go

girl

good

green

get

game



EVALUATION

5 minutes

- Ask children the question and the response they learnt today. Write both sentences on the board.
- Have children come to the board and point at letters they know.
- Children should say the letter name and the sound it makes.

HOMEWORK



Have children practice asking people their names as well as introducing themselves.



LESSON 3: HOW OLD ARE YOU? I AM...

By the end of the lesson, pupils will be able to:

- Ask and answer the question: *How old are you?*
- Manipulate the final sound in a word.

Key content:

- How old are you?
- I am X years old

Teaching Aids:

- Audio Lesson (E-P2-T1-W5-L3).
- Phone and speakers.

Teaching tip

Encourage children to begin differentiating between letter names and letter sounds.

BEFORE THE AUDIO PROGRAMME

Children stand up and sing the Hello Song.

DURING THE AUDIO PROGRAMME

Ww

Vv

Zz

AFTER THE AUDIO PROGRAMME

Activity 1 Textbook Role play (Pairs)

- Have children open their textbooks on pages:
Success English p. 9 **New Primary pp.11 &13,**
Keynote English pp. 7, 8 **Progressive pp. 10, 11**
- Discuss what is being said in each picture.
- In pairs, have children role play the situations in the pictures.



Activity 2 Do this if you hear /et/ (Whole class)

- Say a word in English.
- If the word ends with the letters –et, the children put their hands on their heads.
- After you say an –et word, ask a child to try to write it on the board.
- Vary the words to make it challenging.
- Say words from the following list: *get, met, net, pet, let, bet, wet, set*

-et words

get let
met bet
net wet
pet set

LESSON 4: HOW OLD ARE YOU? I AM...

By the end of the lesson, pupils will be able to:

- Ask and answer the question: How old are you?
- Identify the letter name and sounds /w/, /v/ and /z/.

Key content:

- How old are you?
- I am X years old

WARM UP

5 minutes

Have children stand up and sing the Hello Song.

REVIEW

5 minutes

Introduce yourself to the class. Say a greeting, then your name and age. Then ask children to repeat what you said.

PRESENTATION

10 minutes

Put the children into pairs. Have them introduce themselves to each other in the same way that you just modeled.

APPLICATION

15 minutes

Activity 1 Textbook Role play (Pairs)

- Have children open their textbooks on pages:

Success English p. 9

New Primary pp.11 &13

Keynote English pp. 7, 8

Progressive pp. 10, 11

- Discuss what is being said in each picture.
- In pairs, have children role play the situations in the pictures.



Activity 2 Which words end in /et/?

- Say 3 words, 2 of which end in /et/.
- Ask the children to say the 2 /et/ words.
- Challenge children to come to the board and spell the words by saying the sounds.
- Reinforce correct answers by modeling how to spell a word by saying the sounds aloud.

-et words

get let
met bet
net wet
pet set

EVALUATION

5 minutes

- Have the children try to write each /et/ word independently in their exercise books.

HOMEWORK

Children read the /et/ words in their exercise books aloud to a family member.





LESSON 5: WHAT CLASS ARE YOU IN?

By the end of the lesson, pupils will be able to:

- Recognize short sound /e/ and /et/.
- Ask and answer the question: *What class are you in? I am in Primary Two.*

Key content:

- What class are you in?
- I am in Primary two.
- Head teacher.

Teaching Aids:

- Audio Lesson (E-P2-T1-W5-L5).
- Phone and speakers.

Teaching tip

Encourage children to say the sound of each letter in a word in order to read it.

REVIEW

Hold short conversations with children in the class, begin with greetings, asking their name and then their age. Ask the children to continue this activity in their pairs and each child gets to ask and also answer.

PRESENTATION (AUDIO)

et net pet wet

APPLICATION

Activity 1 Textbook Search (Pairs)

- In pairs, children look through the greeting pages of their textbooks and try to find someone saying *Good morning*.
- When the page is correctly identified, talk about how that child knew it said *Good morning*. For example, *did he/she look at the time of the day? Or did he/she look at the letters in the word?*
- Ask children to role play the conversation and add on the questions: *How old are you?* and *Which class are you in?*



Activity 2 Add a letter (Whole class)

- Write on the board: et.
- Ask children to sound out the two letters.
- Ask children to come to the board to write a consonant in front of the et.
- Encourage children to make real words by adding letters: m (met), p (pet), g (get), w(wet), b(bet).
- Ask the class to sound out the letters and read the words.
- Talk about the meaning of any new words.

pet
bet
get



LESSON 6: READING WORDS THAT END WITH _et

By the end of the lesson, pupils will be able to:

- Sound out the words *net, pet, wet, vet, and get.*
- Recognize the words: *have and no.*
- Use this knowledge to read *Zet and the Net.*

Key content:

- Net
- Pet
- Wet
- Vet
- Get

Teaching Aids:

- Audio Lesson (E-P2-T1-W5-L6)
- Phone and speakers.

Teaching tip

Encourage children to say the sounds of the letters rather than memorizing the words.

BEFORE THE AUDIO PROGRAMME

Talk about the title page of the story *Zet and the Net*. Have children make predictions of what might happen in the story.

DURING THE AUDIO PROGRAMME

z no have and the this
v
w et
g
n

APPLICATION

Activity 1 Retell the story (Pairs)

- Put children in pairs.
- Ask children to retell the events in the story, while looking at the pages.
- Have the children retell the story altogether, in a large group.



Activity 2 Rhyming Dictation (Individually)

- Dictate a rhyming word from the story (zet, pet, vet, get, net).
- Say it slowly, sounding each letter.
- Have children write the word.
- Have children explain how they wrote the word and why.
- Write the word correctly on the board and begin again with a second word.



LESSON 7: READING THE STORY ZET AND THE NET

By the end of the lesson, pupils will be able to:

- Sound out the words net, pet, wet, vet and get.
- Recognize the words *have* and *no*.
- Use this knowledge to read *Zet and the Net*.

Key content:

- Net
- Wet
- Vet
- Get

Teaching Aids:

- Daily Reader Story: *Zet and the Net*.

WARM UP

5 minutes

- Write ____et on the board.
- Put the letter g in front of the __et and have children sound out the letters and read the word (get).
- Repeat with consonants w, n, v and z.

et

REVIEW

5 minutes

- Write the words on the board: *no, have, the, and, this*.
- Play BUZZ. Have children say words as you point to them. Go as quickly as possible.
- Reinforce incorrect answers.

no have
this and the

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Point to each word and have children read it.
- Have the children read each word as you point to it.
- Go as quickly as possible.

Net Vet
Wet Get

APPLICATION

15 minutes

Activity 1 Echo reading of *Zet and the Net* (Whole class)

- Have children turn to *Zet and the Net* in their reader.
- Read the first page to the children. Have them keep their eyes on and point at each word as you read it.
- Ask children to read what you have just read, pointing at each word as they read it.
- Continue, page by page, until all pages have been read.



Activity 2 Choral reading (Whole class)

Have children read the story out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3 Pair reading (Pairs)

Have children take turns reading a page with their partners. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

Have children copy the sentences at the end of the story in their notebooks, and then fill in the blanks to make sentences.

HOMEWORK



Children take the story book home and read the story *Zet and the Net* to an adult or a sibling.




WEEK 4 AND 5 ASSESSMENT TASKS

Ask children one by one to come to your table.

Assessment task 1 – Identify the letter sound.

Say the following words three times. Each time, ask the child to say the beginning sound.




go wet jet van

		
Did not say any sound correctly.	Said less than 2 sounds correctly.	Said 3 or more sounds correctly.

Assessment task 2 – Rhyming dictation

Do not let the children see the words. Say the following words slowly. Ask the child to write the words.




pet wet vet get net

		
Did not write any word correctly.	Wrote less than 2 words correctly.	Wrote 3 or more words correctly.

Assessment task 3 – Read simple words

Ask the child to put his/her finger under each word and read:

and in the
is a hen

		
Did not read any word correctly	Read 3 or less words correctly	Read 4 or more words correctly

WEEKS 4 AND 5 ASSESSMENT TASKS

[illegible]

Week 6 Week at a glance - Introductions Decodable story: In the Bin

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	• Where I live	• Where I live	• I am from	• I am from	• My school	• In the Bin	• In the Bin
New structures/ Vocabulary	• Where do you live? • I live in...	• Where do you live? • I live in...	• Where do you come from? • I come from...	• Where do you come from? • I come from...	• Where is your school? • My school is	• Bin, tin, win, six, hit, big	• Bin, tin, win, six, hit, big
Letter study	Short /i/ /b/ /h/	Short /a/ Short /i/ /wh/	Short /i/ /f/ /w/ /g/ /b/ /t/ /d/	Short /i/ /f/ /w/ /g/ /b/ /t/ /d/	Short /i/	Short /i/ and /in/	Short /i/ and /in/
Phonemic Awareness	Identify the consonant blend /wh/	Identify the consonant blend /wh/	Count syllables in words	Identify the first consonant in a word	Change the first letter (onset) to make a new word.	Decode the words; tin, bin, win, six, big	Decode the words; tin, bin, win, six, big
Song, chant or rhyme	• Where do you live? song • Short /i/ song • Alphabet chants - /h/ /b/	• Short /a/ song • Short /i/ song • Alphabet chants /a/, /i/	• Where do you live? song • Short /i/ song • Alphabet chants /f/ /t/	• Counting song • Short /i/ song	• Counting song • Where do you live? song	• Where do you live? song • Short /i/ song	
Game	• Which words have the same sound? • Do this if you hear short /i/	• Making the /wh/ sound	• Pass the pencil • Count the syllables • Do this if you hear...	• Count the syllables	• Do this if you hear the sound /in/ in a word • Make a new word	• Find the word • Change the first sound and make a new word	• Find the word • Change the first sound and make a new word.
Textbooks							
Success	pp. 9, 10-12	pp. 9, 10-12	pp. 9, 10-12	p.9	Pp. 9, 10-12		
New Progressive	p.12	p.12	p.12	p.12	p.12		
Keynote	pp. 7-9	pp. 7-9	pp. 7-9	p. 8	pp. 7-9		
New Primary	pp. 12-15	pp. 12-15	pp. 12-15	p.12-15	pp. 12-15		
This guide							



LESSON 1: INTRODUCTIONS

By the end of the lesson, pupils will be able to:

- Ask and answer the question: Where do you live?
- Identify the letter names and sounds of /h/ and /b/.
- Identify the sound made by the letters /wh/.

Key content:

- Where do you live?
- I live in

Teaching Aids:

- Audio lesson (E-P2-T1-W6-L1).
- Phone and speakers.

Teaching tip

Encourage the children to sound out the /wh/ blend by giving them the equivalent sound from their daily life.

The sound of "wh" is the "blowing out a candle sound."

BEFORE THE AUDIO PROGRAMME

Write the alphabet on the board. Sing the alphabet song and ask different children to take turns pointing at the letters of the alphabet as the class sings.

DURING THE AUDIO PROGRAMME

Wh	H h	B b
Where	bag	boy
What	bat	big

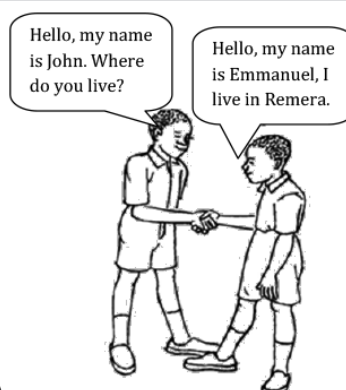
AFTER THE AUDIO PROGRAMME

Activity 1 Role play (Whole class)

- Ask a child to come to the front.
- Greet him, introduce yourself and ask him where he lives.
- Ask another child to come to the front.
- Greet her, introduce yourself and ask her where she lives.
- Help both children to introduce themselves to each other and ask each other where they live.
- Put your children in A-B pairs and have them practice introducing themselves and saying where they live.

Activity 2 Play *Do this if you hear /i/* (Whole class)

- Say the word *sit* and ask children which sounds they hear (s..i..t)
- Explain to the class you are going to say some words and they must listen carefully.
- Tell the class, when they hear the short /i/ sound they must touch their head. If they don't hear the short /i/ sound they must put their hands on their knees.
- Say the following words slowly (allow time between each word for the children to complete the action): *like, cat, big, dog, pig, sit, bit,, book, six, bin, tin, win.*



LESSON 2: INTRODUCTIONS

By the end of the lesson, pupils will be able to:

- Ask and answer the question: *Where do you live?*
- Identify the consonant blend /wh/.

Key content:

- Where do you live?
- I live in

WARM UP

5 minutes

Children stand up and sing *The Hello Song*.

REVIEW

5 minutes

In pairs children practice introducing themselves and asking how old are you?

PRESENTATION

10 minutes

- Ask children to open their textbook on pages:
Success: pp. 9 - 12, **New Primary: pp.12 & 15,**
Keynote English: pp. 7- 9, **New Progressive: pp. 12**
- Have children describe the places they see in the picture.
- Write the words *city* and *village* on the board and explain what they are.
- Read the text and have the children repeat after you.
- Ask a boy and a girl to come to the front.
- Help them ask and answer each other where they live.
- Repeat with another boy and girl.



APPLICATION

15 minutes

Activity 1 Making the sound for the letters Wh (Whole class)

- Write the words *where* and *what* on the board.
- Read them aloud and have the children read after you.
- Ask the children which 2 letters are at the beginning of each word and ask a child to come to the front and circle them.
- Ask children what sound do W and H make together and help them – pretend you are blowing out a candle.

Where
What



Activity 2 Textbook Role Play (Pairs)

- Ask children to open their books:
Success : pp. 10,11, **New Primary : pp 12 & 15**
Keynote English: p 7 - 9 **New Progressive: p12**
- Ask children to find words that begin with the letters *wh* and try to read them.
- Ask volunteers to say which words they found that begin with *wh* letters.
- Read with them the words they found starting with *wh* letters.

EVALUATION

5 minutes

- Ask children the question and response they learned today.
- Write both sentences on the board.
- Have children come to the board and point at letters they know.
- Children should say the letter name and the sound it makes.

HOMEWORK



Have children practice introducing themselves and asking people where they live.



LESSON 3: INTRODUCTIONS

By the end of the lesson, pupils will be able to:

- Ask and answer the question: *Where do you come from?*
- Count syllables in words.

Key content:

- Where do you come from?
- I come from....

Teaching Aids:

- Audio Lesson (E-P2-T1-W6-L3).
- Phone and speakers.

Teaching tip

Encourage children to begin differentiating between letter names and letter sounds. For example, the letter name is A but the sound the letter makes is the first sound you hear in the word Africa.

BEFORE THE AUDIO PROGRAMME

Children stand up and practice asking each other *how old are you?* and answering *I am...years old.*

DURING THE AUDIO PROGRAMME

f t N n

AFTER THE AUDIO PROGRAMME

Activity 1 Pass the Pencils

- Distribute four pencils.
- Ask: *Where do you come from?*
- Children begin passing the pencils around the classroom.
- Clap your hands.
- Children with the pencils hold them in the air and answer the question.
- Encourage the children to answer in full sentences *I am from*
- Repeat the activity several times.

Activity 2 Count the syllables (Whole class)

- Say the word *morning* slowly .
- Ask the children how many syllables they hear in the word: *mor/ning* (2 syllables).
- Clap to help the children hear the beats.
- Continue playing the game with the following words: *yellow* (2), *rabbit* (3), *goodbye* (2), *head* (1), *table* (2) *teacher* (2) *jerry-can*(3).

LESSON 4: INTRODUCTIONS

By the end of the lesson, pupils will be able to:

- Ask and answer the question: *Where do you come from?*
- Identify the first consonant in a word.

Key content:

- Where do you come from?
- I come from

WARM UP

5 minutes

Write the alphabet on the board and sing the Alphabet song with the children pointing at each letter as you sing. Ask a child to come and point at the letters while everyone sings.

REVIEW

5 minutes

- *Introduce yourself to the class. Say your name and where you come from. Ask children to do the same.*

PRESENTATION

10 minutes

Put the children into pairs.

- Children open up their textbook pages:
Keynote p. 8 **New Primary pp. 12-15**
Success English p. 9 **Progressive p.12**
- Ask the children to imagine where they come from. Ask children to describe what is happening in the picture and who they can see.
- Ask them questions like point at the children, *where do they live? Where do you think they come from?*
- Ask different children to come to the front and ask them *Where do you live? Where do you come from?*

APPLICATION

15 minutes

Activity 1 Textbook - Role play (Pairs)

- Put the children in pairs and ask them to act out the part of the people in the pictures in their text books and ask them to practice introducing themselves and saying *where do you live and where do you come from?*



Activity 2 Which words end with /in/

- Write the letters p, b, w, f, k, s, and t on the board, make them big enough for all to see. REVIEW 5 min the letter sounds with the class.
- Write *_in* and ask children to make words by putting a consonant in front of *_in*.
- Write the words on the chalkboard.
- Point at each one in random order and ask the children to read them out loud.

p, b, w, f,
k, s, t in

EVALUATION

5 minutes

Children sing the short /i/ song.

HOMEWORK



Ask children to practice introducing themselves and saying *Where do you live ?* and *where do you come from?*



LESSON 5: TELLING THE TIME

By the end of the lesson, pupils will be able to:

- Describe where their school is located.
- Change the first letter (onset) to make a new word.

Key content:

- Where is your school?
- My school is in.....

Teaching Aids:

- Audio Lesson (E-P2-T1-W6-L5).
- Phone and speakers.

Teaching tip

Encourage children to say the sound of each letter in a word to read it, and not memorize words. Saying the sounds of the letters in words is called decoding. Developing decoding skills will help children be able to read unfamiliar words they encounter..

BEFORE THE AUDIO PROGRAMME

Hold short conversations with the children beginning with greetings, then asking the name and then the age. Children do this in pairs and each child asks and answers.

DURING THE AUDIO PROGRAMME

in	tin	bin	win
	pit	ben	ten
	pin	bin	tin

AFTER THE AUDIO PROGRAMME

Activity 1 Role play (Pairs)

- Ask a girl and a boy to come to the front and greet them, ask them: *Where do you live? Where do you come from? Where is your school?*
- Put children in pairs and ask them to ask each other the same questions.
- Walk around the class assisting children.

Activity 2 Rhyme Time (Whole class)

- Write on the board: **_in**
- Ask children to sound out the two letters.
- Ask children to come to the board to write a consonant in front of the **_in**.
- Encourage children to make real words by adding letters: b (bin), w(win), p (pin) f (fin) k (kin) s (sin).
- Ask the class to sound out the letters and read the words.
- Talk about the meaning of any new words.

in
win
tin

LESSON 7: READING THE STORY - BOOK IN THE BIN

By the end of the lesson, pupils will be able to:

- Use phonics knowledge to decode the words: *tin, bin, win, hit, big.*
- Recognize the word *the*.
- Read the decodable story *In the Bin*.

Key content:

- Tin
- Bin
- Win
- Big

WARM UP

5 minutes

- Write these words on the board: *the, and, hit.*
- Play BUZZ. Have children name words as you point to them. Go as quickly as possible.
- Reinforce correct answers.

REVIEW

5 minutes

- Write the words in the box on the board.
- Have the children read each word as you point to it.
- Go as quickly as possible.

**the
in**

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Have the children read each word as you point to it.
- Go as quickly as possible.

A bin the bin

A tin the tin

APPLICATION

15 minutes

Activity 1 Echo reading of the story *In the Bin* (Whole class)

- Read the first page to the children.
- Have them point at each word as you read it.
- Ask them to look at the pictures and point at the *bin*.
- Read again line by line asking them to repeat and point to the words as they read them.
- Continue, page by page, until all the pages are read.



Activity 2 Choral reading (Whole class)

- Have children read the story out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3 Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

Have children copy the sentences at the end of the story in their notebooks, and then fill in the blanks to make sentences.

HOMEWORK



Children take the primer home and read the story *In the Bin* to an adult or a sibling.

Week 7 – Week at a glance – My Family Decodable story: The Big Pig

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	My Family	My Family	My Family	My Family	My Family	Reading	Reading and Writing
New structures / vocabulary	<ul style="list-style-type: none"> Mother, father, sister, brother, family Who is this? This is my... 	<ul style="list-style-type: none"> Mother, father, sister, brother, family Who is this? This is my... 	<ul style="list-style-type: none"> Aunt, uncle cousin, grandmother, grandfather 	<ul style="list-style-type: none"> What is the name of your mother, etc.? Her/his name is... 	<ul style="list-style-type: none"> What is the name of your mother, etc.? Her/his name is... 	<ul style="list-style-type: none"> Will, bill, pig, big, dig 	<ul style="list-style-type: none"> Will, bill, pig, big, dig
Letter study	/w/, /p/	b/, /d/	/d/, /s/	/w/, /p/, /b/, /d/, /s/	short vowel /i/	/-ig/ rhyme /-ill/ rhyme	/-ig/ rhyme /-ill/ rhyme
Phonemic Awareness	<ul style="list-style-type: none"> Identify the first consonant in a word Count syllables 	<ul style="list-style-type: none"> Identify the first consonant in a word 	<ul style="list-style-type: none"> Fill in the first consonant in a word Consonant blend /gr/ 	<ul style="list-style-type: none"> Identify the first consonant in a word Consonant blend /gr/ 	<ul style="list-style-type: none"> Blend sounds in a word. Identify the first consonant in a word 	<ul style="list-style-type: none"> Blend sounds in a word 	<ul style="list-style-type: none"> Blend sounds in a word
Song, chant or rhyme	<ul style="list-style-type: none"> Where do you live? Who is this? chant Alphabet chants 	<ul style="list-style-type: none"> Alphabet Chants - /i/ Short /i/ song 	<ul style="list-style-type: none"> Short /i/ song Who is this? chant 	<ul style="list-style-type: none"> Counting song Short /i/ song 	<ul style="list-style-type: none"> Counting song Alphabet chants - /w/, /p/, /b/, /d/, /s/ Short /i/ song 	<ul style="list-style-type: none"> Counting song Short /i/ song 	
Games	<ul style="list-style-type: none"> Which words have the same sound? What letter is it? 	<ul style="list-style-type: none"> Which words have the same sound? What letter is it? 	<ul style="list-style-type: none"> Which words begin the same? What letter is missing? 	<ul style="list-style-type: none"> Which words begin the same? What letter is missing? 	<ul style="list-style-type: none"> What letter is missing? 	<ul style="list-style-type: none"> Find the word Elastic word 	<ul style="list-style-type: none"> Find the word Elastic word
Textbooks							
Success English	p. 11	p. 11	p. 11	p. 11	p. 11		
Progressive	pp. 13 - 15	pp. 13 - 15	pp. 13 - 15	pp. 13 - 15	pp. 13 - 15		
Keystone	pp. 8 - 10	pp. 8 - 10	pp. 8 - 10	pp. 8 - 10	pp. 8 - 10		
New Primary	pp. 13 - 15	pp. 13 - 15	pp. 13 - 15	pp. 13 - 15	pp. 13 - 15		



LESSON 1: MY FAMILY

By the end of the lesson, pupils will be able to:

- Identify family members.
- Identify the letter name and sounds of consonants w and p.
- Count the syllables in the words.

Key content:

- Mother
- Father
- Sister
- Brother
- Family

Teaching Aids:

- Audio lesson (E-P2-T1-W7-L1).
- Phone and speakers.

Teaching tip

A stick person is a drawing of a person whose body looks like it was made from sticks. They are very easy to draw. A stick person has no neck and no shoulders. The legs are the same length as the head and the body. Stick people are quick and easy way to draw illustrations on the board without eating lesson time.

BEFORE THE AUDIO PROGRAMME

Children stand up and sing The Where Do You Live? Song.

DURING THE AUDIO PROGRAMME



mother



brother



sister



father

AFTER THE AUDIO PROGRAMME

Activity 1 TEXTBOOK – illustrations of families (Pairs)

- Children open their textbook on pages:

Keynote p. 8

New Primary p. 13

Success English p. 11

Progressive p. 13

- Choose a picture in the textbook.
- Ask children to describe who they can see.
- Say the name of a family member.
- Ask children to point to the right person in their textbooks.
- Move around the classroom, observing children and helping them identify a family member.
- Encourage children to say. *This is* each time they find the family member.
- Repeat the activity with the name of a different family member.



Activity 2 Count the syllables (Whole class)

- Say the word *mother* slowly.
- Ask the children how many syllables they hear in the word: mo/ther(2).
- Continue playing the game with names of family members and children in the class.
- Ask a child to stand up, say his/her name, and count the syllables.

LESSON 2: MY FAMILY

By the end of the lesson, pupils will be able to:

- Identify family members.
- Draw and name family members.
- Identify the first consonants in a word.

Key content:

- Mother
- Father
- Sister
- Brother
- Who is this?

REVIEW

5 minutes

Ask the class if they remember the names of people (family members) they learned in the previous lesson.

WARM UP

5 minutes

Children stand up and sing the *Where do you live?* song.

PRESENTATION

10 minutes

- Children open up to their textbook on pages:
Keynote p. 8 **New Primary p. 13**
Success English p.11 **Progressive p. 13**
- Pick an illustration in the textbook.
- Ask children to look carefully and describe what is happening in the illustration.
- Write the word 'mother' on the chalkboard, point at the word and read it, the children repeat.
- Ask the children if they can find a picture of a mother in the text book.
- Ask the children if they can find the word *mother* in their text book.
- After a minute, show the class where the word is written.
- Repeat this activity with the words: father, brother and sister.
- Read the text, line by line and ask the children to repeat after you.



APPLICATION

15 minutes

Activity 1 Phonics Game (Whole Class)

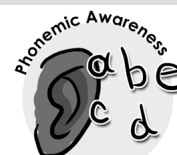
- Ask the children to listen carefully and say the words *book, chair, bed*.
- Ask children to say which words begin with the same sound (book, bed).
- Ask children *what letter makes that sound?* It is the letter b.
- Sing with the children the letter b chant.
- Repeat the activity with the letter d using the words *dog, duster, table*.

Activity 2 Drawing my Family (Individual)

- Ask the children to draw a picture of their family in their notebooks.
- Circulate in the room helping the children and ask *Who is this?*

Activity 3 Show and Tell. (Individual)

- Ask a girl to come to the front to show her drawing to the class.
- Point to some people in her drawing and ask her *Who is this?*
- Encourage her to answer *This is my....*
- Repeat the activity asking a boy to come to the front.



EVALUATION

5 minutes

- Children sing the b and d chants.

HOMEWORK



Children show their drawing to their family and practice: This is my mother, father, etc.



LESSON 3: MY FAMILY

By the end of the lesson, pupils will be able to:

- Identify and name members of their family.
- Identify the consonant blend /gr-/.

Key content:

- Grandmother
- Grandfather
- Aunt
- Uncle
- Cousin

Teaching Aids:

- Audio Lesson (E-P2-T1-W7-L3).
- Phone and speakers.

Teaching tip

When words have different meanings in two languages it can be confusing for children. It is important to continue contrasting the languages for children to understand. For example, explain that although there are different kinds of aunts in Kinyarwanda, there is only one word in English.

BEFORE THE AUDIO PROGRAMME

Children sing the *Who is this?* chant from the previous lesson.

DURING THE AUDIO PROGRAMME

grandmother

l l -ig

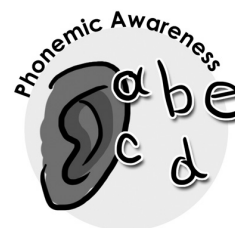
grandfather

-ill

AFTER THE AUDIO PROGRAMME

Activity 1 Listening game (Whole class)

- Explain to the class that you will say some words. If they hear the word beginning with the /gr/ sound they must raise their hand.
- Say the following words: father, grandmother, sister.
- Ask the children what words had the /gr/ sound.
- Say the following words: brother, grandfather, mother.
- Write the following words on the board grandmother, grandfather.
- Point to each word, read it and ask children to repeat after you.
- Ask children: What sound do these words begin with? /gr/.
- Invite children to come to the board and circle the letters /gr/.



Activity 2 Show and Tell (Pairs)

- Put the children in pairs A and B.
- Ask the children to share and talk about their drawings from lesson 2, activity2.
- Encourage the children to say: This is my mother.
- After a minute children change partners.

Activity 3: Writing activity (Individually)

- Write on the board:
- My name is _____.
- I am _____ years old.
- I live in _____.
- This is my family.
- Ask the children to copy the text and fill in the missing information.



LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:

- Identify family members.
- Recognize and use the gr consonant blend.

Key content:

- Grandfather
- Grandmother
- Aunt
- Uncle
- Cousin

WARM UP

5 minutes

Clap the number: Write 1 to 10 on the chalkboard, point at a number, children say the number. Then point at the number while clapping, example 3, 1 clap, 2 claps, 3 claps. Repeat the activity.

REVIEW

5 minutes

Sing the counting song 1 -10 with the class. Point at each number as you sing it.

PRESENTATION

10 minutes

- Children open up their textbook on pages:
Keynote p.9 **New Primary pp. 14**
Success English p. 11 **Progressive pp. 14**
- Choose a picture in the textbook. Ask children to describe what is happening in the picture and who they can see.
- Read the text and ask the children to repeat after you.
- Point at people in the text book: Ask the children *Who is this? What is their name?*
- Ask the children to role-play in pairs what is happening in the textbook.



APPLICATION

15 minutes

Activity 1 What is missing? game (Whole Class)

- Write on the board - ig.
- Ask the children what letter is missing to make the word dig.
- Stretch out the word by saying d....i....g.
- When the children say the right letter write the letter in the missing space.
- Point to the word and read it with the class.
- Repeat the activity with the following words: big, fig, pig and wig.



Activity 2 Clap the Syllables (Whole Class) -ig

- Ask the children to look at the picture in their text book and say the name of the people.
- Say the word *mother* slowly.
- Ask the children how many syllables they hear in the word: mo /ther.
- Continue playing the game with names of family members and children in the class.
- Ask the children to say the word slowly and clap the syllables in the word, for example tea...
cher clap clap (two syllables).

Activity 3 Show and Tell (Pairs)

- Ask the children to share and discuss their drawings from lesson 2, activity 2.
- Children ask each other the names of people in their family.
- After a minute, children change partners and repeat the activity.

EVALUATION

5 minutes

Ask some children to say the names of their uncles, aunts, and cousins.

HOMework

Ask children to practice introducing their family at home.





LESSON 5: MY FAMILY

By the end of the lesson, pupils will be able to:

- Describe and name family members.
- Blend sounds in a word.

Key content:

- What is the name of your ... ?
- Her/his name is.....

Teaching Aids:

- Audio lesson (E-P2-T1-W7-L5)
- Phone and speakers.

Teaching tip

As children develop an awareness of the letter sounds, teachers should try to make connections between sounds and letters in the context of daily reading and writing. When children encounter unknown words in the textbook, encourage them to say the sounds to make a guess at what the word could be.

BEFORE THE AUDIO PROGRAMME

Clap the number: Write 1 to 10 on the chalkboard, point at a number, children say the number, and then point at the number while clapping, example 3, 1 clap, 2 claps, 3 claps.

DURING THE AUDIO PROGRAMME

	1	2	3	4	5	6	7	8	9	10
	-ill								-in	
Bill	hill	will	tin						thin	

AFTER THE AUDIO PROGRAMME

Activity 1: Dialogue (Pairs)

- Ask a boy and a girl to come to the front and greet them.
- Ask them the following questions, helping them to answer: What is the name of your aunt?
What is the name of your uncle?
What is the name of your grandmother? Grandfather?
- Put children in pairs and ask them to ask each other and answer the same questions.



Activity 2: Text Book (Group Work)

- Have children open their textbook on pages:
Keynote p.11
Success English p. 11
- Choose a picture of a family in the textbook.
- Have children describe who they can see and what is happening in the picture.
- Repeat with another picture.

New Primary p.14

Progressive p. 14

Activity 3: Show and Tell (Pairs)

- Put the children in A B pairs.
- Ask them to share their drawings from lesson 2, activity 2.
- Children ask each other *Who is this? What is the name of your...?*
- After a minute, children change partners and repeat the activity.





LESSON 6: READING THE STORY - THE BIG PIG

By the end of the lesson, pupils will be able to:

- Use phonics knowledge to decode the words: will, bill, pig, big and dig.
- Recognize and say the words: *the, on, a, and, what.*
- Read the decodable text *The Big Pig*.

Key content:

- Pig
- Big
- Dig

Teaching Aids:

- Daily Reader Story: *The Big Pig*
- Audio Lesson (E-P2 -T1 -W7 L6).
- Phone and speakers.

Teaching tip

Do not read the story to the children before the audio programme. Allow the children some time to look through the pages of the book. Also, be sure to give them time to read the story again and again over the next few days.

BEFORE THE AUDIO PROGRAMME

Talk about the title page of the story *The Big Pig*. Ask the children what they can see. Have children make predictions about what might happen in the story basing on what they see on the title page.

DURING THE AUDIO PROGRAMME

b	this	that is	a
dig			
wig	not	and	on
s			
p	will	what	

AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in pairs.
- Ask the children to retell the story to each other, while looking at the pages.
- Circulate the room helping the children.

Activity 2 Rhyming Dictation (Individual)

- Dictate a rhyming word from the story (big, dig, pig).
- Ask children to write the word.
- Have children explain how they wrote the word and why.



LESSON 7: READING THE STORY - THE BIG PIG

By the end of the lesson, pupils will be able to:

- Use phonics knowledge to decode the words: will, bill, pig, big, dig, Will and Bill.
- Recognize the words: the, on, a, and, what.
- Read the decodable text *The Big Pig*.

Key content:

- Pig
- Big
- Dig

WARM UP

5 minutes

- Write _ig on the board.
- Ask the children what letter is missing to make the word pig.
- Stretch out the word by saying p....i....g.
- When the children say the correct letter, write it in the space provided. Point at the word and read it with the class.
- Repeat the activity with the following words: big, fig, pig, and wig

- ig

REVIEW

5 minutes

- Write on the board the words: the, on, a, and, what.
 - Play BUZZ. Have children say the words as you point at them.
- Go as quickly as possible.

The a what
on and the

PRESENTATION

10 minutes

- Ask the children if they can remember the story from the previous lesson 'What was the title?'
- Invite some children to tell you what they remember
- Ask the children to bring out their book and open on the page with the story *The Big Pig*!
- Allow 3 to 5 minutes for the children to look at the story.

APPLICATION

15 minutes

Activity 1 Choral reading of *The Big Pig* (Whole class)

- Read the first page to the children.
- Have them point at each word as you read it.
- Ask them to look at the pictures and point at the pig.
- Read again line by line asking them to repeat and point at the words as they read.
- Continue, page by page, until all the pages are read.

Activity 2 Comprehension (Whole Class)

- Ask the children questions about the text. For example:
- What are the names of the pigs?
- Are they a family? How do you know?
- Which pig is big?
- Which pig can dig?
- Why happens in the end?

Activity 3 Pair reading (Pairs)

- Children take turns reading a page with their partner.
- When they finish, they start on the next page.

EVALUATION

5 minutes

Have children copy the sentences at the end of the story into their notebooks, and then fill in the blanks to complete the sentences.

HOMEWORK



The children reread the sentences they copied into their notebooks to their family.

WEEK 6 AND 7 ASSESSMENT TASKS

Ask children one by one to come to your table

Assessment task 1 – Who is this?

Point at the picture, ask the child to identify the name of the person (family members).



☹️	😊	😄
Did not identify any family member.	Identified 1 family member.	Identified two or more family members.

Assessment task 2 – Read simple words

Point at the words below and ask the child to read them.

in the will that what

☹️	😊	😄
Did not read any word correctly	Read 2 or less words correctly	Read 3 or more words correctly

Assessment task 3 – Count the syllables

Do not let the child see the words. Ask the children how many syllables they hear in the word. Say the following words twice:

Yellow (2) table (2) head (2) teacher (2)

☹️	😊	😄
Did not say the correct number of syllables for any word.	Said the correct number of syllables for 2 words or less.	Said the correct number of syllables for 3 words or more.

WEEK 6 AND 7 ASSESSMENT TASKS RECORD SHEET

[illegible]

Week 8 – Week at a glance - Instructions Daily Reader Story: Dot Can Hop

	Lesson 1(Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5(Audio)	Lesson 6(Audio)	Lesson 7
New Learning	Instructions	Instructions	Instructions	Instruction	Instructions	Reading	Reading and Writing
New structures/ vocabulary	<ul style="list-style-type: none"> Get into pairs Open Close Clap 	<ul style="list-style-type: none"> Get into pairs Open Close Clap 	<ul style="list-style-type: none"> Go Come Listen 	<ul style="list-style-type: none"> Go Come Listen 	<ul style="list-style-type: none"> Point to Review Classroom objects 	<ul style="list-style-type: none"> Pot Hot Hop Mop 	<ul style="list-style-type: none"> Pot Hot Hop Mop
Phonemic Awareness	<ul style="list-style-type: none"> Distinguish beginning consonants -/r/, /l/ Short vowel /o/ 	<ul style="list-style-type: none"> Distinguish beginning consonants -/r/, /l/ 	<ul style="list-style-type: none"> Distinguish beginning consonants -/r/, /l/ Identify the last consonant in a word 	<ul style="list-style-type: none"> Distinguish beginning consonants -/r/, /l/ Identify the last consonant in a word /t/, /p/ 	<ul style="list-style-type: none"> Recognizing and using short vowel /o/ Identify the last consonant in a word 	<ul style="list-style-type: none"> Blend sounds in a word 	<ul style="list-style-type: none"> Blend sounds in a word
Song, chant or rhyme	<ul style="list-style-type: none"> Short O song Alphabet chants /r /, /l/ 	<ul style="list-style-type: none"> Alphabet chants - /r/, /l/ 	<ul style="list-style-type: none"> Alphabet chants /t/, /p/ 	<ul style="list-style-type: none"> Short /o/ song 	<ul style="list-style-type: none"> Short /o/ song Alphabet chants /r /, /l/ 		
Game	<ul style="list-style-type: none"> Listening Game: Do this if you hear /l/ or /r/ 	<ul style="list-style-type: none"> Be the teacher Phonics game 	<ul style="list-style-type: none"> Listening game: Which words begin the same? What letter is missing? 	<ul style="list-style-type: none"> Listening game: Which words begin the same? What letter is missing? 	<ul style="list-style-type: none"> Simon says Listening game: Is it L or R? 	<ul style="list-style-type: none"> Buzz Find the word Listening game: Is it L or R? 	<ul style="list-style-type: none"> Find the word Elastic word
Textbooks							
Success English	pp. 14 - 17	pp. 14 - 17	pp. 14 - 17	p. 11	pp. 14 - 17		
Progressive	pp. 16 - 18	pp. 16 - 18	pp. 16 - 18	pp. 13 - 15	pp. 16 - 18		
Keynote	pp. 12 - 13	pp. 12 - 13	pp. 12 - 13	pp. 8 - 10	pp. 12 - 13		
New Primary	pp. 17 - 23	pp. 17 - 23	pp. 17 - 23	pp. 13 - 15	pp. 17 - 23		



LESSON 1: FARMER JORDAN

By the end of the lesson, pupils will be able to:

- Respond to simple classroom instructions: stand up, sit down, get into pairs, open, close, and clap.
- Distinguish beginning consonants l, r

Key content:

- Get into pairs
- Open
- Close
- Clap

Teaching Aids:

- Audio Lesson (E-P3-T1-W8-L1).
- Phone and speakers.

Teaching tip

If a child gives the incorrect answer, say: That is not the correct answer, try again. Give the children opportunities to correct their mistakes.

BEFORE THE AUDIO PROGRAMME

Children stand up and sing “The Where Do You Live?” song.

DURING THE AUDIO PROGRAMME

AFTER THE AUDIO PROGRAMME

Activity 1 Game - Be the Teacher (Whole class)

- Ask a girl to come in front of the class and be the teacher.
- Ask the girl to give instructions to the class: *Stand up! Open your notebook! Sit down! Close your notebook! Clap your hands! etc.* The class repeats the instructions and mimes the action.
- After one minute, a boy takes over as a teacher.
- Continue the game, alternating boys and girls.



Activity 2 Role Play (Pairs)

- Have children open their textbook on pages:
Keynote pp. 12- 13 **Success pp. 14-17**
New Primary pp. 17-23 **Progressive pp. 16-18**
- Choose a picture in the textbook.
- Ask the children to describe who they can see and what is happening in the picture, what are the people saying?
- Then, in A-B pairs, ask the children to role play the situation, with partner A giving instructions first, then partner B.
- Repeat with the next illustration. Continue until all illustrations are done.

Activity 3 Listening game (Whole class)

- Explain to the class that you will say some words.
- If they hear the word beginning with the /l/ sound they stick out their tongue.
- If they hear a /r/ sound they must touch their throat.
- Pause between words to allow children to respond to each word and do the action.
- Say the words from the following list: *red, look, listen, run, like, rat.*



LESSON 2: INSTRUCTIONS

By the end of the lesson, pupils will be able to:

- Respond and give simple classroom instructions: stand up, sit down, clap, show me your book, and open your book.
- Identify the first consonant in a word - r, l.

Key content:

- Get into pairs
- Open
- Close
- Clap

WARM UP

5 minutes

Ask the children to stand up and sing the *Do as I say* chant.

REVIEW

5 minutes

- Ask the children to do the following actions: *stand up, sit down, clap, show me your book and open your book.*
- Invite a child to come to the front and give these instructions to the class.

PRESENTATION (AUDIO)

10 minutes

- Children open their textbook on pages:
Keynote pp. 12- 13 **Success pp. 14-17**
New Primary pp. 17-23 **Progressive pp. 16-18**
- Ask the children to look at the pictures and describe what they see.
- Read the instructions aloud.
- Have them point at each word as you read it.
- Ask them to point at the picture that corresponds to what you have read.
- Explain any new words that appear in the textbook.
- Read it again and have them repeat after you.
- Read it one more time and have them do the action.

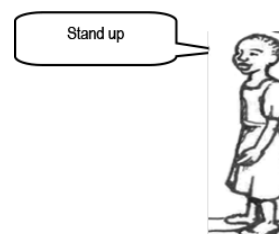


APPLICATION

15 minutes

Activity 1 Game - Be the Teacher (Pairs)

- Ask a girl to come in front of the class and be the teacher.
- She gives instructions to the class: *Stand up! Open your notebook Sit down!, Close your notebook! Clap your hands!etc.*
- The class repeats the instructions and mimes the action.
- Put the children into A B pairs.
- Ask child A to give commands to child B, circulate to help the children.
- After one minute ask Child B to give the commands.



Activity 2 Phonics Game (Whole Class)

- Ask the children to listen carefully and say the words: ruler, run, teacher.'
- Children say which words begin with the same sound.
- Ask children *What letter makes that sound?* It is the letter r.
- Repeat the activity with the letter l using the words 'like, table, listen.'

EVALUATION

5 minutes

Children sing the r and l chants.

HOMEWORK

Children show the pictures in their textbooks to a family member and describe what the people are doing.





LESSON 3: INSTRUCTIONS

By the end of the lesson, pupils will be able to:

- Experience, recognize and give simple instructions: go, come, listen.
- Distinguish beginning consonants r, l.
- Identify the last consonant in a word - t, p.

Key content:

- Go
- Come
- Listen
- Come here
- Go there

Teaching Aids:

- Audio Lesson (E-P3-T1-W8-L3).
- Phone and speakers.

Teaching tip

Make sure you pronounce the /l/ sound with your tongue touching the roof of your mouth and the /r/ sound comes from the back of your throat like a dog growling.

BEFORE THE AUDIO PROGRAMME

- Children sing the r and l chants.
- Talk about what happens in your mouth when you make each sound

DURING THE AUDIO PROGRAMME

h a

h o

AFTER THE AUDIO PROGRAMME

Activity 1 What letter is missing? game (Whole class)

- Write on the board ha_.
- Ask the children what letter is missing to make the word hat.
- Stretch out the word by saying h....a....t.
- When the children say the correct letter write the letter in the missing space.
- Point at the word and read it with the class.
- Repeat the activity with the following words: top, not, spot, mop.



Activity 2 Is it L or is it R? (Whole class)

- Ask the children: What sound do you hear at the beginning of the word *light*?
- When children give the correct answer, ask them what letter makes that sound?
- Continue the activity using the following words: *like, rubber, light, red, rat, listen, run.*

LESSON 4: INSTRUCTIONS

By the end of the lesson, pupils will be able to:

- Respond and give simple instructions: go, come and listen.
- Identify the last consonant in a word.
- Distinguish between consonants r, l.

Key content:

- Go
- Come
- Listen

WARM UP

5 minutes

- **Odd One Out:** Write the letters d, t, and o on the board.
- Ask children to look and guess which is the odd one out. Children give their answers.
- Explain that it is o because d and t are consonants. O is a vowel.



REVIEW

5 minutes

- Write the consonants h, p, t, l, s, d, r on the board.
- Children choose consonants they want to sing and sing the chants for these consonants.

PRESENTATION

10 minutes

- Children open up their textbook on pages:

Keynote pp. 12- 13

Success pp. 14-17

New Primary pp. 17-23

Progressive pp. 16-18

- Pick a picture in the textbook.
- Have children describe who they can see and what is happening.
- Read the text and ask the children to point at each word as you read it.
- Ask them to read after you, pointing at each word as they read.
- Point at people in the textbook; ask the children *Who is this? What is their name?*
- Ask children to role-play the picture and practice the structures: *Go to ... Come.*
- Invite some pairs to present their role-play in front of the class.



APPLICATION

15 minutes

Activity 1 What is missing? game (Whole Class)

- Sing the short o song and the alphabet chant for the letter o.
- Write on the board ho_.
- Ask the children what letter is missing to make the word *hop*.
- Stretch out the word by saying h....o....p.
- When the children say the correct letter, write the letter in the missing space.
- Point to the word and read it with the class.
- Repeat the activity with the following words: *mop, pop, top, got, lot, not, hot.*



Activity 2 Listening game (Whole class)

- Explain to the class that you will say two words.
- If the two words begin with the same sound, they must stand up.
- If the two words do not begin with the same sound, they must stay sitting.
- Say *lid.... lid*, ask the children what sounds they heard.
- Repeat the activity again saying *row... low.... rid....lid....* and finally *row... row.*

EVALUATION

5 minutes

Children sing the l and r chant.

HOMEWORK



Children show the pictures in their textbooks to a family member and describe what the characters are doing. They practice the commands *come* and *go*.



LESSON 5: INSTRUCTIONS

By the end of the lesson, pupils will be able to:

- Respond to and give simple classroom instructions: *point at*.
- Identify and name classroom objects.
- Identify the last consonant in a word t, p.
- Recognize and use the short vowel o.
- Blend sounds in a word.

Key content:

Point at....

Teaching Aids:

- Audio Lesson (E-P2-T1-W8-L5).
- Phone and speakers.

Teaching tip

When you are teaching how to sound out a word, tell children to pay close attention to the print. Tell them to look at all the letters in the word, not just the first one or two.

BEFORE THE AUDIO PROGRAMME

- **Odd One Out:** Write these letters on the board a, r and l.
- Ask the children to look and guess which is the odd one out and children give their answers.

DURING THE AUDIO PROGRAMME

R r L l _ot

AFTER THE AUDIO PROGRAMME

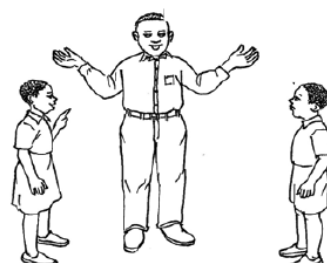
Activity 1 Simon Says (Whole Class)

Explain the rules of Simon Says. Children only do the action if the instruction you give starts with Simon says e.g.

Simon says point at the window. If you say an instruction that does not start with Simon says, the children should remain totally still and not even start doing the action.

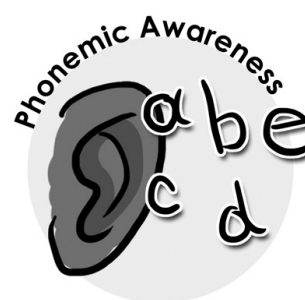
The children who do a command that doesn't begin with Simon says are eliminated from the game and have to sit down. The last child standing wins. Play the game at least once.

Simon says point to the table.



Activity 2 Is it L or is it R? (Whole class)

- Ask the children: What sound do you hear at the beginning of the word *right*?
- When children give the correct answer, ask them what letter makes that sound.
- Continue the activity using the following words: *like, rubber, light, red, rat*.





LESSON 6: READING - DOT CAN HOP

By the end of the lesson, pupils will be able to:

- Use phonics knowledge to decode short /o/ words.
- Read the decodable text *Dot Can Hop*.

Key content:

- Pot
- Hot
- Hop

Teaching Aids:

- Daily Reader Story: *Dot Can Hop*
- Audio Lesson (E-P2-T1-W8-L6).
- Phone and speakers.

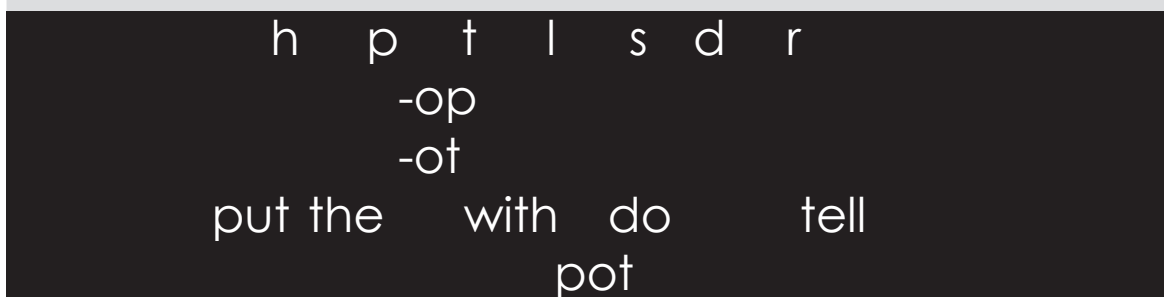
Teaching tip

Before the audio programme begins, allow the children to look through the pages of this week's decodable text. This will make them more focused once we begin reading the story.

BEFORE THE AUDIO PROGRAMME

Talk about the title page of the story *Dot Can Hop*. Have children make predictions of what might happen in the story basing on what they see on the title page.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Group work)

- Put children in small groups of 3 or 4.
- Ask the children to retell the story to one another, while looking at the pages.
- Circulate the room helping the children.



Activity 2 Re-tell the story (Whole Class)

- Invite the class to tell you what happened in the story.
- After one child tells some details of the story, say thank you, and ask the class: *What happened next?*
- Then ask another child to continue telling what happened in the story.
- Continue asking other children: *What happened next?*

LESSON 7: READING THE STORY - DOT CAN HOP

By the end of the lesson, pupils will be able to:

- Use phonics knowledge to decode short /o/ words.
- Read the decodable text *Dot Can Hop*

Key content:

- Pot
- Hot
- Hop

Teaching Aids:

Daily Reader Story: *Dot Can Hop*.

WARM UP

5 minutes

- Write on the board the words: *put, the, with, do, and*.
- Read the words with the class.
- Point at words in random order and ask the children to say them.
- Go faster and faster.

put the with do and

REVIEW

5 minutes

- Write on the board the letters p n h t g m s.
- Point at a letter and ask the children to say the sound.
- Write /-op/ on the board. Ask the children what do you get when you add /p/ to -op. Repeat the activity with /h/ and /m/.
- Write /-ot/ on the board. Ask the children what do you get when you add /p/ to -ot. Repeat the activity with /n/, /g/ and /h/.

p n h t g m s
-op -ot

PRESENTATION

10 minutes

- Ask the class if they can remember the story from the previous lesson.
- Invite some children to tell you what they remember
- Ask the children if they can remember the sounds we practiced in this story.
- Write the word 'pop' on the board, read it slowly, elongating each sound.
- Encourage the children to say the word aloud.
- Repeat the activity with the word 'pot'.
- Ask the children to open their book to the page with the story *Dot Can Hop*.
- Ask children to read the title, and ask them what words they can read.
- Allow 3 to 5 minutes for the children to look at the story.

APPLICATION

15 minutes

Activity 1 Choral reading of *Dot Can Hop* (Whole class)

- Read line by line asking them to point at each word and repeat.
- Continue, page by page, until all the pages are read.



Activity 2 Comprehension (Whole Class)

- Ask the children questions about the text for example: What is happening in the picture?
- Encourage children to use English words when possible.

Activity 3 Individual Reading (Individual)

- Ask children to individually read the extra words at the end of their decodable text.
- Circulate and help children sound out the words.

EVALUATION

5 minutes

Have children copy the sentences at the end of the story into their notebooks, and then fill in the blanks to complete the sentences.

HOMEWORK

The children reread the sentences they copied into their notebooks to a family member



Week 9 – Week at a glance - Instructions and Requests Decodable story: Log in a Bog

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Instructions and Requests	Instructions and Requests	Instructions and Requests	Instructions and Requests	Instructions and Requests	Reading	Reading and Writing
New structures/ vocabulary	<ul style="list-style-type: none"> Get into pairs Partner Help your partner 	<ul style="list-style-type: none"> Get into pairs Help your partner Please 	<ul style="list-style-type: none"> Lend me a pen... Please lend me a... 	<ul style="list-style-type: none"> Get into pairs Show me your partner Help your partner Lend me a pen 	<ul style="list-style-type: none"> Get into pairs Show me your partner Help your partner Lend me a pen 	<ul style="list-style-type: none"> Dog Jog Bog Log Frog 	<ul style="list-style-type: none"> Dog Jog Bog Log Frog
Letter study	<ul style="list-style-type: none"> /p/, /c/, /l/, /r/ 	<ul style="list-style-type: none"> /p/, /c/ 	<ul style="list-style-type: none"> Short vowel /o/, /e/ 	<ul style="list-style-type: none"> Short vowel /o/, /e/ 	<ul style="list-style-type: none"> Short vowel /o/, /e/ 	<ul style="list-style-type: none"> Short vowel /o/, /e/ 	<ul style="list-style-type: none"> Short vowel /o/, /e/
Phonemic Awareness	<ul style="list-style-type: none"> Identify the consonant blend in a word /pl/, /cl/ 	<ul style="list-style-type: none"> Identify the consonant blend in a word /cl/, /pl/ 	<ul style="list-style-type: none"> Identify the consonant blend in a word /pl/, /cl/ 	<ul style="list-style-type: none"> Identify the first consonant in a word 	<ul style="list-style-type: none"> Identify the consonant blend in a word /fl/, /fr/ 	<ul style="list-style-type: none"> Blend sounds in a word /fl/, /fr/ 	<ul style="list-style-type: none"> Blend sounds in a word
Song, chant or rhyme	<ul style="list-style-type: none"> Alphabet chants /l/, /r/ Hello song 	<ul style="list-style-type: none"> Alphabet Chants - /r/, /l/ 	<ul style="list-style-type: none"> Where do you live 	<ul style="list-style-type: none"> Short /o/, /e/ song 	<ul style="list-style-type: none"> Short /o/ chant and short /e/ chant Good morning song 	<ul style="list-style-type: none"> Short /o/, /e/ 	<ul style="list-style-type: none"> Short /o/, /e/
Game	<ul style="list-style-type: none"> Do this if you hear /cl/ Do this if you hear /pl/ 	<ul style="list-style-type: none"> Do this if you hear /l/, /r/ What is the sound? 	<ul style="list-style-type: none"> What letter is missing? 	<ul style="list-style-type: none"> Phonics game Do as I say, please. 	<ul style="list-style-type: none"> Do this if you hear short /o/ What letter is missing? 	<ul style="list-style-type: none"> What letter is missing? 	<ul style="list-style-type: none"> What letter is missing?
Textbooks							
Success English	pp.14 – 15	pp.14 – 15	pp.14 – 15	pp.14 – 15	pp.14 – 15	Log in a Bog	Log in a Bog
Progressive	pp. 13–15, 18 –19	pp. 13–15, 18 –19	pp. 13–15, 18 –19	pp. 13–15, 18 –19	pp. 13–15, 18 –19		
Keynote	pp. 8 – 9	pp. 8 – 9	pp. 8 – 9	pp. 8 – 9	pp. 8 – 9		
New Primary	pp. 92 - 95	pp. 92 - 95	pp. 92 - 95	pp. 92 - 95	pp. 92 - 95		



LESSON 1: INSTRUCTIONS AND REQUESTS

By the end of the lesson, pupils will be able to:

- Respond and give simple classroom instructions: *Get into pairs, help your partner, show me your partner.*
- Distinguish the consonants l and r.
- Identify the consonant blends - pl, cl.

Key content:

- Get into pairs
- Show me your partner
- Help your partner

Teaching Aids:

- Audio Lesson (E-P2-T1-W9-L1).
- Phone and speakers.

Teaching tip

A consonant blend is simply two or more consonants that blend together when spoken, where each still retains its original sound. For example, the cl blend in the word clap, is simply the sounds of the letters c and l put together. The Kinyarwanda language also has many blends.

BEFORE THE AUDIO PROGRAMME

Sing the Alphabet song with the class.

DURING THE AUDIO PROGRAMME

clap close play please

AFTER THE AUDIO PROGRAMME

Activity 1 Listening game (Whole class)

- Explain to the class that you will say some words. If they hear the word beginning with the /cl/ sound they must raise their hand.
- Say the following words: *pen, clap, duster.*
- Ask the children which word had the /cl/ sound.
- Repeat the activity with the words: *notebook, mother, class.*
- Explain to the class that you will say more words. If they hear the word beginning with the /pl/ sound they must raise their hand.
- Say the following words: *table, please, boy.*
- Ask the children what word had the /pl/ sound.
- Repeat the activity with the words: *place, father, boy.*



Get into pairs.



Activity 2 Role play (Pairs)

- Ask the children to role play how they can help their partner.
- Invite some children to perform their role-play in front of the classroom.

Activity 3 Game - Be the Teacher (Pairs)

- Ask a girl to come in front of the class and be the teacher.
- She gives instructions to the class: *Get into pairs, help your partner, show me your partner etc.*
- The class repeats the instructions and mimes the action.
- Ask a boy to come to the front of the class to be the teacher.

LESSON 2: INSTRUCTIONS AND REQUESTS

By the end of the lesson, pupils will be able to:

- Respond and give simple classroom instructions: *Get into pairs, help your partner, and show me your partner.*
- Identify the consonant blend - /cl/ /pl/.

Key content:

- Get into pairs
- Show me your partner
- Help your partner

WARM UP

5 minutes

Children stand up and sing the *Hello song*.

REVIEW

5 minutes

Play Simon Says (See Week 8 Lesson 5).

PRESENTATION (AUDIO)

10 minutes

- Children open their textbook on pages:
Keynote p. 30, 34, 81 **New Primary p. 19, 64, 65**
Success English p. 19, 66 **Progressive p. 18,19**
- Pick an illustration in the textbook.
- Ask children to look carefully and describe what is happening in the illustration.
- Ask them to point at the children who are working in pairs in the textbook.
- Now ask children to point at their partner in the classroom.
- Ask the children to point at a child in the picture, and then point at their partner.
- Ask the class if they know what the expression *work in pairs* means. Explain if children do not understand.
- Ask the children if they know what *partner* and *help your partner* mean. Explain if children do not understand.
- Read the text line by line and ask the children to repeat after you read.



APPLICATION

15 minutes

Activity 1 Phonics Game (Whole Class)

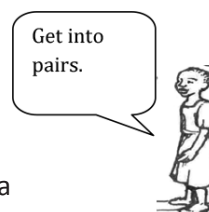
- Ask the children to listen carefully say the words: *clap, book, class*.
- Children say which words begin with the same sound (clap, class).
- Ask children what letter makes that sound. It is the sound /cl/.
- Ask the children what letters make that sound. It is the letters c and l
- Repeat the activity with the blend /pl/ using the words *play, cup, plate*

Activity 2 Game - Be the Teacher (Pairs)

- Ask a girl to come in front of the class and be the teacher.
- She gives instructions to the class: *Get into pairs, help your partner, and show me your partner.*
- The class repeats the instructions and mimes the action.
- Invite a boy to be the teacher.

Activity 3 Introduce your partner (Pairs)

- Invite some children to the front of the room. Ask them to introduce their partner.
- Encourage the learners to say: *This is my partner. His/ Her name is*



EVALUATION

5 minutes

Ask the children what they enjoyed about the lesson today. What did they learn?

HOMEWORK



Children show their textbooks to a family member and point at the children working in pairs.



LESSON 3: INSTRUCTIONS AND REQUESTS

By the end of the lesson, pupils will be able to:

- Respond and give simple classroom instructions: *Lend me a..., please lend me a...*
- Identify the short vowels - o, e.
- Consonant blends/pl/, /cl/.

Key content:

- Lend me a...
- Please lend me a...

Teaching Aids:

- Audio Lesson (E-P2-T1-W9-L3).
- Phone and speakers.

Teaching tip

Sight Words: Knowing and quickly recognizing the most commonly used words will make the children a faster more fluent readers.

BEFORE THE AUDIO PROGRAMME

Children sing the *Where do You Live?* Song.

DURING THE AUDIO PROGRAMME

pot pen
pop hop hen hog

AFTER THE AUDIO PROGRAMME

Activity 1 What is missing? (Whole Class)

- Write on the board t_p.
- Ask the children what letter is missing to make the word top.
- Stretch out the word by saying t....o....p.
- When the children say the correct letter, Write it in the space provided.
- Point at the word and read it with the class.
- Repeat the activity with the following words: p_n (*pen*), h_t (*hot*), h_n (*hen*).

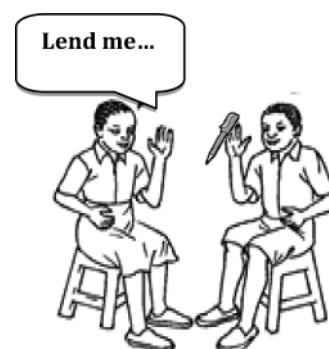
t_p

Activity 2 Do as I say please (Whole class)

- Explain to the class that they are going to play the *Do as I say* game.
- When you say an instruction with the word *please* they must do the action, for example, *Stand up please* or *Please stand up*.
- If you do not say *please* they must not do the action, for example, *Point at the door*.

Activity 3 Please lend me a (Pairs)

- Ask the children to put their classroom objects on the desk.
- Put the children in A B pairs.
- Children ask each other to lend something, saying:
Please lend me your.....
- After a minute children change partners.



LESSON 4: INSTRUCTIONS AND REQUESTS

By the end of the lesson, pupils will be able to:

- Respond and give simple classroom instructions: *Get into pairs, help your partner, and show me your partner.*
- Identify the short vowels - o e.

Key content:

- Get into pairs
- Show me your partner
- Help your partner
- Lend me a...
- Please

WARM UP

5 minutes

Write the consonants p and t on the chalkboard. Ask children to choose consonants they want to sing. Sing the chants.

REVIEW

5 minutes

Ask the class what new words they learned in the previous lesson.

PRESENTATION : TEXTBOOK

10 minutes

- Children open their textbook on pages:
- **Keynote pp.30, 34, 81** **New Primary pp. 19, 64, 65**
- **Success English pp. 19, 66** **Progressive pp. 18,19**
- Pick an illustration in the textbook.
- Ask children to look carefully and describe what is happening in the illustration.
- Ask them to point at the children who are working in pairs in the textbook.
- Now ask children to point at their partner in the classroom.
- Read the text line by line and ask the children to repeat after you read.

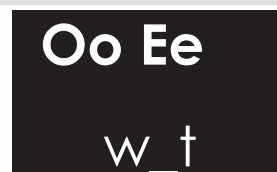


APPLICATION

15 minutes

Activity 1 Phonics Game (Whole Class)

- Write the letters Oo and Ee on the board.
- Sing the short o and the short e songs.
- Write on the board w_t.
- Ask children what letter is missing to make the word: wet.
- Stretch the word by saying w....e....t.
- When children give the correct answer write the letter e in the space.
- Point at the word and read with the children.
- Repeat the activity with the words: *pop, hen, pet, top, pen, hot, mop.*



Activity 2 Dialogue (Pairs)

- Invite a girl to come to the front of the class with her pen.
- Say: *Please, lend me your pen.*
- Encourage the girl to give you the pen and say: *Thank you.*
- Invite a boy to the front of the class and repeat the activity.
- Put the children in pairs and tell them to put their classroom objects on their desk.
- In pairs, ask the children to practice the structures: Please lend me your...?
- Invite some children to present their dialogue in front of the class.

EVALUATION

5 minutes

Ask the children: What did you enjoy today about the lesson? What did you learn?

HOMEWORK



Ask children to show a family member how they can ask for an object by saying please lend me your.....



LESSON 5: INSTRUCTIONS AND REQUESTS

By the end of the lesson, pupils will be able to:

- Respond and use polite words: Thank you, please, lend me a...
- Identify the consonant blends /fr/ /fl/.

Key content:

- Thank you
- Lend me a...
- Please

Teaching Aids:

- Audio Lesson (E-P2-T1-W9-L5).
- Phone and speakers.

Teaching tip

***Read aloud and often.** Reading to a child is the most powerful of all tools we have to teach our children how to read. When we read to children we are modeling how to read well and they experience reading as an enjoyable activity.*

BEFORE THE AUDIO PROGRAMME

Ask the children to point at their partner. Ask them to wave hello to their partner. Ask them to shake hands with their partner. Repeat the activity.

DURING THE AUDIO PROGRAMME

Oo	fr	hog
Ee	fl	wet

AFTER THE AUDIO PROGRAMME

Activity 1 Text Book (Group Work)

- Children open their textbook on pages:

Keynote pp.30, 34, 81

Success English pp. 19, 66

New Primary pp. 19, 64, 65

Progressive pp. 18,19



- Pick an illustration in the textbook.
- Ask children to look carefully and describe what is happening in the illustration.
- Ask them to point at the children who are working in pairs in the textbook.
- Now ask children to point at their partner in the classroom.
- Read the text line by line and ask the children to repeat after you read.

Activity 2 Phonics Game (Whole Class)

- Ask the children to listen carefully and slowly, say the words: *flip, class, flag*.
- Children say which words begin with the same sound. (flip, flag)
- Ask children what letter makes that sound? It is letter *f* and *l*.
- Repeat the activity with the words *frog, book, from*.
- Ask the children what letters make that sound. It is the letters /fr/.

Activity 3 Do as I say, please (Whole class)

- Explain the rules of the *Do as I say, please* game.
- When you say please they must do the action.
- If you do not say please they must not do the action for example: Point at the door.
- Invite a girl to the front of the class to lead the game.
- After a minute, invite a boy to the front to lead the game.



LESSON 6: READING LOG IN A BOG

By the end of the lesson, pupils will be able to:

- Read the story *Did You See My Eggs?*
- Answer comprehension questions about the story *Did You See My Eggs?*
- Use vocabulary learned from the story.

Key content:

- Hog
- Dog
- Jog
- Log

Teaching Aids:

- Daily Reader Story: *Log in a Bog*
- Audio Lesson (E-P2-T1-W9-L6).
- Phone and speakers.

Teaching tip

*Do not read the story to the children before the audio programme.
This is important because it is the first time the children read the story.*

BEFORE THE AUDIO PROGRAMME

Talk about the title page of the story *Log in a bog*. Ask the children what they can see. Have children make predictions about what might happen in the story based on what they see on the title page.

DURING THE AUDIO PROGRAMME

d f g j h
log
_og
from the and for a

AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in pairs.
- Ask the children to retell the story to each other, while looking at the pages.
- Circulate in the room helping the children.



Activity 2 Re-tell the story (Whole Class)

- Invite the class to tell you what happened in the story.
- After one child tells some details of the story, ask the class: *What happened next?*
- Then ask another child to continue telling what happened in the story.
- Continue asking other children: *What happened next?*

Activity 3 Rhyming Dictation (Individual)

- Dictate a rhyming word from the story (hog, dog).
- Ask children to write the word.
- Have children explain how they wrote the word.
- Write the word on the board.
- Repeat the activity with the next word.



LESSON 7: READING THE STORY - LOG IN A BOG

By the end of the lesson, pupils will be able to:

- Recognize and say the words: from, the, and, for, a, hog and dog.
- Read the decodable text *Log in a Bog*.

Key content:

- Hog
- Dog
- Jog
- Log

Teaching Aids:

Daily Reader Story: *Log in a Bog*

WARM UP

5 minutes

- Write -og on the board.
- Ask the children what letter is missing to make the word hog.
- Stretch out the word by saying h....o....g.
- When the children say the correct letter write the letter in the missing space. Point at the word and read it with the class.
- Repeat the activity with the following words: *dog, log, fog*.

- og

hog dog log fog

REVIEW

5 minutes

- Write on the board the words: from the and for a.
- Play BUZZ. Have children say the words as you point at them. Go as quickly as possible.

from the and for a

PRESENTATION

15 minutes

- Ask the children if they can remember the story from the previous lesson.
- Invite some children to tell you what they remember.
- The children bring out their book and open to the page with the story *Log in a Bog*.
- Allow 3 to 5 minutes for the children to look at the story.

APPLICATION

15 minutes

Activity 1 Choral reading of *Log in a Bog* (Whole class)

- Read line by line asking children to point at the words and repeat.
- Continue, page by page, until all the pages are read.

Activity 2 Comprehension (Whole Class)

- Ask the children questions about the text, for example:
 - o What are the animals in the story?
 - o Where do you see hogs? Where do you see Dogs?
 - o Do you have a dog?
 - o Do you have a hog?

Activity 3 Pair reading (Pairs)

- Children take turns reading a page with their partner. When they finish, they start again.

Activity 4 Individual Reading

- Ask children to individually read the extra words at the end of their decodable story.
- Circulate and help children sound out the words.



EVALUATION

5 minutes

Have children copy the sentences on page 43 into their notebooks, and then fill in the blanks to complete the sentences.

HOMEWORK



The children reread the sentences they copied into their notebooks to a family member.

WEEK 8 AND 9 ASSESSMENT TASKS

Ask children one by one to come to your table

Assessment task 1 – Following classroom instructions

Say the following instructions asking the child to complete the action:




Stand up.

Sit down.

Clap!

Open your notebook.




Close your notebook.

		
Did not complete any action.	Completed less than 2 or less actions.	Completed 3 or more actions.

Assessment task 2 – Read simple words




Point to the words below and ask the child to read them.

from the and for hog

		
Did not read any words correctly	Read 2 or less words correctly	Read 4 or more words correctly

Assessment task 3 – Read short sentences

Ask the child to bring his/her decodable book and open it to the story of **Dot Can Hop**. Ask the child to read boxes 4, 5, 6 and 7.

		
Did not read any of the boxes correctly.	Read 2 or less boxes correctly.	Read 3 or more boxes correctly.

WEEK 8 AND 9 ASSESSMENT TASKS RECORD SHEET

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Term 2

Term 2 Week 2 – Week at a glance - Instructions and requests
Decodable story: Jill and her Frog

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Instructions	Instructions	Requests	Requests	Requests	Reading	Reading
New structures/ vocabulary	<ul style="list-style-type: none"> Come here Go there Go out Come in 	<ul style="list-style-type: none"> Please come here Go there Go out Come in 	<ul style="list-style-type: none"> May I Yes you may No you may not 	<ul style="list-style-type: none"> May I Yes you may No you may not 	<ul style="list-style-type: none"> May I Yes you may No you may not Toilet 	Sight words: I, my	Sight words: I, my
Letter study	/r/	/r/	/l/ Vowels /a/, /e/, /i/, /o/	/j/ /h/ /p/ /g/ /s/	/a/, /e/, /i/, /o/.	th, gr, cl, gl, fr, ck	th, gr, cl, gl, fr, ck
Phonemic Awareness	<ul style="list-style-type: none"> Consonant blends /fr/ /gr/ 	<ul style="list-style-type: none"> Consonant blends /fr/ /gr/ 	<ul style="list-style-type: none"> Consonant blends /cl/ /pl/ 	<ul style="list-style-type: none"> Consonant blends /cl/ /fr/ 	<ul style="list-style-type: none"> Consonant blend /gl/ 	<ul style="list-style-type: none"> Consonant blends 	<ul style="list-style-type: none"> Consonant blends
Song, chant or rhyme	<ul style="list-style-type: none"> Alphabet Song /r/ chant 	<ul style="list-style-type: none"> Alphabet Song 	<ul style="list-style-type: none"> Alphabet Song /l/ chant 	<ul style="list-style-type: none"> Alphabet Song 	<ul style="list-style-type: none"> Alphabet Song /l/ chant 		
Game	<ul style="list-style-type: none"> Listening Game Leader Game Be the teacher 	<ul style="list-style-type: none"> Do as I say please Pass and Answer Phonics Game 	<ul style="list-style-type: none"> May I What is miss-ing? 	<ul style="list-style-type: none"> What is miss-ing? Show and Tell 	<ul style="list-style-type: none"> What is missing? May I 	Buzz	Buzz
Textbooks							
Success English	pp.14-15	pp.14-15	pp. 91-94	pp. 91-94	pp. 91-94		
Progressive	p. 16	p. 16	pp. 75	p. 75	pp. 76-77		
Keynote	pp. 12-13	pp. 12-13	pp.74-79	pp.74-79	pp.80-87		
New Primary	pp. 18-19	pp. 18-19	pp.114-115, 118-119	pp.114-115, 118-119	pp. 116-119		



LESSON 1: INSTRUCTIONS

By the end of the lesson, pupils will be able to:

- Respond to simple classroom instructions like: *Come here, go there.*
- Identify the consonant blends - /fr/ and /gr/.

Key content:

- Come here
- Go there
- Go out
- Come in

Teaching Aids:

- Audio Lesson (E-P2-T2-W2-L1).
- Phone and speakers.

Teaching tip

Try to use the children's names as much as possible, it creates a positive learning environment and models good communication skills.

BEFORE THE AUDIO PROGRAMME

Children sing the Letter L and the Letter R songs.

DURING THE AUDIO PROGRAMME

a b c d e f g h i j k l m n o p q r s t u v w x y z
 frog grass
 from green

AFTER THE AUDIO PROGRAM

Activity 1 Game - Be the Teacher (Whole group)

- Ask a girl to come in front of the class and be the teacher.
- Ask the girl to give instructions to the class: *Stand up! Open your notebook! Sit down! Close your notebook! Clap your hands! etc.* The class repeats the instructions and mimes the action.
- After one minute, a boy takes over as a teacher. Continue the game.

Activity 2 Listening game (Whole class)

- Explain to the class that you will say some words beginning with the sounds /fr / or /gr/.
- If they hear the /fr/ they must hop like a frog.
- Ask the children to hop like a frog
- If they hear the /gr/ they must growl like a lion.
- Ask the children to growl like a lion.
- Pause after each word to allow the children to do the action and ask the class: What sound did you hear?
- Say the following words: *frog, from, grandfather, grass, friend, great, front.*



Activity 3 Leader Game (Groups)

- Select four children to model the game in front of the class.
- One child gives instructions, for example.... *Go there or Come here.*
- The other group members have to follow the instructions.
- When the teacher claps their hands, another child becomes the leader.
- After modeling the game, organize all the children in the class in groups of 4.
- Continue the game. Circulate to make sure children are using a variety of instructions.

LESSON 2: INSTRUCTIONS

By the end of the lesson, pupils will be able to:

- Respond and give simple classroom instructions like, *please come here, please go there.*
- Identify the consonant blends /fr/, /gr/.

Key content:

- Please
- Come here
- Go there
- Go out
- Come in

WARM UP

5 minutes

Children sing the Alphabet Song.

REVIEW

5 minutes

Play the Do as I Say: please game (Instructions Week 9, Term 1, Lesson 5).

PRESENTATION

10 minutes

- Children open their textbook on pages:
Keynote pp.12-13 **New Primary pp. 18-19**
Success English pp. 14-15 **Progressive pp.16**
- Ask the children to look at the pictures and describe what the people are doing.
- Read the instructions aloud.
- Have them point at each word as you read it.
- Ask them to point at the picture that corresponds to what you have read.
- Point at a child and say: *Please go out.* Then say to the child *please come in.*
- Ask the children what *please come here* and *please go there* mean.
- Explain any new words that appear in the textbook.
- Read it one more time and have them do the action.

APPLICATION

15 minutes

Activity 1 Phonics Game (Whole Class)

- Ask the children to listen carefully and say the words: *frog, friend, please.*
- Children say which words begin with the same sound.
- Ask children what letter makes that sound? It is the letters f, r.
- Stretch them out and have children copy you: /fffff/ /rrrrrr/ make /frrrr/.
- Repeat the activity with the words grandmother, close, grass.
- Ask the children what letters make the sound /gr/. It is the letters gr .
- Stretch them out and have the children copy you: /ggggg/ /rrrrr/ make /grrrr/.

Activity 2 Pass and answer (Whole group)

- Ask the class to think about all the words they know beginning with /gr/
- Explain that when you pass the ball (or some other object) they must say a /gr/ word if they catch the ball.
- Pass a ball to a child in the class, when they answer they pass the ball back to you.
- Repeat the activity until the children have said the words they know beginning with /gr/.
- Repeat the activity with the words beginning with /fr/.

EVALUATION

5 minutes

Ask the children what they enjoyed about today's lesson. What have they learned.

HOMEWORK



Children show the pictures in textbooks to a family member and describe what the people are doing.



LESSON 3: INSTRUCTIONS

By the end of the lesson, pupils will be able to:

- Make and respond to requests like: *May I borrow, yes you may, and no you may not.*
- Draw a picture of themselves doing activities.
- Distinguish between vowels a, e, i, o.
- Identify the blends /cl/, /pl/ in words.

Key content:

- May I borrow?
- Yes you may.
- No you may not.

Teaching Aids:

- Audio Lesson (E-P2-T2-W2-L3).
- Phone and speakers.

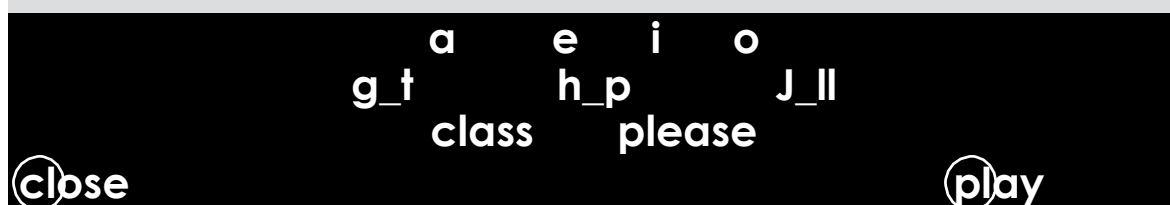
Teaching tip

Children can become successful readers and writers if we deliver effective reading instruction right from the start. Keep up the good work!

BEFORE THE AUDIO PROGRAMME

Play Simon Says using the instructions learnt so far.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1 May I? (Whole Class)

- Put the children in AB Pairs.
- Tell the children that they will ask each other questions, for example *May I sing?*
- They must answer: *No you may not* or *yes you may*.
- If they say *Yes you may*, the other child must do the action.
- If they say *No you may not*, the other child must not do the action.
- Circulate the room helping the children use the correct structures.

Activity 2 Listening game (Whole class)

- Ask the children to listen carefully and say the words *clap, class, flag*.
- Children say which words begin with the same sound.
- Ask children what letters make that sound? It is the letters c and l.
- Repeat the activity with the words *play, book, please*.
- Ask the children *what letters make that sound* p and l.

Activity 3 Drawing (Individual)

- Explain to the children you are going to say an action and they must mime the action.
- Say 'walk' encourage the children to mime walking and say *I am walking*.
- Say 'jump' encourage the children to mime jumping and say *I am jumping*.
- Continue the activity using the actions, sing, clap, read, write, run.
- Ask the children to draw three pictures of themselves doing three of the actions.
- The children will need these drawings for the next lesson.

LESSON 4: INSTRUCTIONS

By the end of the lesson, pupils will be able to:

- Ask and respond to requests using May I, yes you may, and no you may not. Identify short vowels a, e, i, o
- Identify the blends: - /cl/, /pl/

Key Content:

- May I...?
- Yes you may.
- No you may not.

WARM UP

5 minutes

Play the *May I game* with your class. Use the new requests learned in Lesson 3.

REVIEW

5 minutes

- Write the consonants j, h, p, g, s, on the board.
- Children choose consonants they want to sing and sing the chants.

PRESENTATION

10 minutes

- Review with the children what the words *May I* mean.
- Ask some children to *Go out and Come in*.
- Put the children in pairs and ask them to take out their textbooks.

Keynote pp.74-79

New Primary pp.114-115

Success English pp.91-94

Progressive p. 75

- Read the text, have the children point at each word as you read it.
- Ask them to repeat after you, pointing at each word as they read it.
- Point to people in the textbook and ask the children: *Who is this? What is his/her name?*
- Ask children to role-play the picture and practice the structures: *Go toCome...*
- Play the game *May I?* (see Lesson 3).



APPLICATION

15 minutes

Activity 1: What is missing? game (Whole Class)

- Write the letter Aa, Ee, Ii, Oo on the board.
- Write on the board cl _ p.
- Ask the children what letter is missing to make the word: *clap*.
- Stretch out the word by saying cl....a....p.
- When the children say the correct letter a, write it in the space provided.
- Point to the word and read it with the class.
- Repeat the activity with the following words: can, not, this, they, with, that.

Aa Ee Ii Oo

cl _ p

Activity 2: Show and Tell (Pairs)

- Put the children in A B pairs.
- Ask the children to take out their drawings from lesson 3.
- Ask the children to share and talk about their drawings.
- Children explain what they are doing in their pictures saying: I can run, I can walk.
- After a minute, children change partners.

EVALUATION

5 minutes

Children sing the Alphabet Song.

HOMEWORK



Children show their textbooks to a family member and tell them that they know how to ask for permission using: *May I*.



LESSON 5: INSTRUCTIONS

By the end of the lesson, pupils will be able to:

- Make and respond to requests: *May I borrow, yes you may, no you may not.*
- Identify short vowels a, e, i, o.
- Identify the blends - /gl/.

Key content:

- May I borrow?
- Yes you may.
- No you may not.
- Toilet

Teaching Aids:

- Audio Lesson (E-P2-T2-W2-L5).
- Phone and speakers.

Teaching tip

Matching sounds to letters and letters to sounds, can be a difficult task when children are learning English.

The games in this teaching guide make it easy and fun; so play them often with your class.

BEFORE THE AUDIO PROGRAMME

Children review the questions they have learned about asking something.

DURING THE AUDIO PROGRAMME

a b c d e f g h i j k l m n o p q r s t u v w x y z

a e i o

th_s th_t th_n p_th

glass

glad

AFTER THE AUDIO PROGRAMME

Activity 1 Reading (Whole Class)

- Children open up to their textbook on pages:

Keynote pp.80-87

New Primary pp. 116-119

Success English pp.91-94

Progressive pp.76-77

- Ask the children to look at the pictures and describe what the people are doing.
- Read the text.
- Have them point at each word as you read it.
- Read it again and have them repeat after you.
- Ask the children to describe each picture.



Activity 2 Writing activity (Individual)

- Ask the children to take out their drawing from lesson 3.
- Ask the children what are some of the things they drew.
- Write their answers on the left side of the board: *read, write, run, sing, jump, clap, sit, and play.*
- Write on the board: *May I _____?*
- Ask the children to copy the text and fill in the missing information with the words that match their drawing.



LESSON 6: READING JILL AND THE FROG

By the end of the lesson, pupils will be able to:

- Use phonics knowledge to decode the words with short vowels a, e, i, and o.
- Read the decodable text *Jill and the Frog*.

Key content:

- Frog
- Hop
- Grass
- Path

Teaching Aids:

- Daily Reader Story: *Jill and the Frog*.
- Audio Lesson (E-P2-T2-W2-L6).
- Phone and speakers.

Teaching tip

Do not read the book to the children before the audio programme. Instead give them a couple of minutes before the lesson to explore the pictures in the story. This will help them be able to focus on the words during the audio lesson.

BEFORE THE AUDIO PROGRAMME

- Talk about the title page of the story *Jill and the Frog*. Have children make predictions on what might happen in the story basing on what they see on the title page.

DURING THE AUDIO PROGRAMME

th	gr	cl	gl	fr	ck
this	I	he	that	my	

AFTER THE AUDIO PROGRAMME

Activity 1 Retell the story (Group work)

- Put children in small groups of 3 or 4.
- Ask the children to retell the story to one another, while looking at the pages.
- Circulate in the room helping the children.

Activity 2 Re-tell the story (Whole Class)

- Invite the class to tell you what happened in the story.
- After one child tells some details of the story, say thank you and ask the class: *What happened next?*
- Then ask another child to continue telling what happened in the story.
- Continue asking other children: *What happened next?*
- Encourage children to think about the events in the story, by asking them thinking questions which require thinking. For example, why is Jill sad? Now why is Jill happy?

LESSON 7: READING - JILL AND THE FROG

By the end of the lesson, pupils will be able to:

- Use phonics knowledge to decode the words with short vowels a, e, i, and o.
- Read the decodable text *Jill and the Frog*.

Key content:

- Class
- Sick
- Happy
- Sad

Teacher's Aids

- Daily Reader Story: *Jill and the Frog*

WARM UP

5 minutes

- Write on the board the words: *I, my, this, he, that*.
- Read the words with the class.
- Point to words in random order and ask the children to say them.
- Point at new words and go faster and faster.

I my this he
that

REVIEW

5 minutes

- Write the consonant blends th, gr, cl, gl, fr, ck on the board.
- Point at a consonant blend and ask the children to say the sound the letters make.

th gr cl
gl fr ck

PRESENTATION

10 minutes

- Ask the class if they can remember the story from yesterday. Who remembers the title?
- Invite some children to tell you what they remember.
- Ask the children if they can remember the sounds we practiced in this story.
- Who remembers the two letters that make the sound /fr/?
- Ask the children to open their book to the page with the story Jill and her Frog.
- Ask children to read the title, and ask them what words they can read.
- Allow 3 to 5 minutes for the children to look at the story.

APPLICATION

15 minutes

Activity 1 Choral reading of *Jill and the Frog* (Whole class)

- Read page by page asking them to point at the words and repeat.
- Ask the children to look at the pictures and point at Jill, the frog.
- Continue, page by page, until all the pages are read.

Activity 2 Comprehension (Whole Class)

- Ask the children questions about the text for example:
 - o Where does the frog hop first? Next? Last?
 - o Why is Jill sad?

Activity 3 Individual Reading (Individual)

- Ask children to individually read the story again, whispering and using fingers to follow words.
- Circulate and help children sound out the words.

Reading



EVALUATION

5 minutes

Have children copy the sentences at the end of the book into their notebooks, and then fill in the blanks to complete the sentences.

HOMEWORK



The children reread the two sentences they copied into their notebooks to a family member.

Week 3 – Week at a glance - Counting Decodable story: Pug the Pup

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Counting	Counting	Counting	Counting	How many	Pug the Pup	Pug the Pup
New structures & vocabulary	• Review: Count 11 to 20	• Review: Count 11 to 20	• Numbers 21 to 39	• Numbers 21 to 39	• How many do you have? • How many are there...? • Plurals of nouns	• Review	• Words that contain the letter u
Letter study	b, c, d, f and g	b, c, d, f and g	h, i, k, l, m	h, i, k, l, m	Recognizing and using short vowel /a/	Words with /at/ that rhyme	Words with /at/ that rhyme
Phonemic Awareness	Count the sounds in a word	Count the sounds in a word					
Song, chant or rhyme	Counting 1 – 20	Counting 1 – 20	Counting 21 – 39	Counting 21 – 39	How many? Short /u/ chant		
Game	Show me 20 Do this if you hear /st/ Count the sounds (phonemes)	Count the sounds (phonemes) Buzz with numbers	Buzz with numbers Do this if you hear /u/ What letter is missing? Touch the chalkboard	Buzz with numbers Elastic word What letter is missing (Middle vowel)	What letter is missing? (Middle vowel) How many?	How many? Buzz Find the word Change the first sound Elastic word	Buzz Find the word Elastic word
Textbooks							
Success English	pp. 18, 20, 21, 23, 24	pp. 18, 20, 21, 23, 24	pp. 19, 25	pp. 19, 25	pp. 19, 25		
Progressive	pp. 25, 28, pp. 34-36	pp. 25, 28	pp. 26-27	pp. 26-27	pp. 26-27		
Keynote	pp. 34-36	pp. 34-36	pp. 28, 29	pp. 28, 29	pp. 28, 29		
New Primary	pp. 24-26	pp. 24-26	none	none	pp. 24-26		





LESSON 1: COUNTING

By the end of the lesson, pupils will be able to:

- Count to twenty.
- Write numbers from 1 to 20.
- Identify words that begin with the sound /st/.

Key content:

- Numbers one to twenty.
- Fingers.

Teaching Aids:

- Audio Lesson (E-P3-T2-W3-L1).
- Phone and speakers.

Teaching tip

Play games with numbers and review classroom vocabulary by asking children to show you a number of classroom objects, for example, Show me three pencils.

BEFORE THE AUDIO PROGRAMME

Put children in pairs. Ask children to play the game May I (Lesson 3).

DURING THE AUDIO PROGRAMME

1 2 3 4 5 6 7 8 9 10
stop stand

AFTER THE AUDIO PROGRAMME

Activity 1 Do this if you hear /st/ (Whole class)

- Explain to the class you are going to say some words and they must listen carefully.
- Tell the class that when they hear /st/ sound they must stand up. If they don't hear the /st/ sound they must remain seated.
- Say the following words slowly (allow time between each word for the children to complete the action): *book, table, stand, story, window, stone, pencil, stop, and flag.*

Activity 2 Show me (Pairs)

- Review with the children numbers 1 to 20.
- Play the game *Show me* with the whole class.
- Ask them to show you a number of classroom objects or fingers. Example: Show me 4 notebooks, show me nine fingers.
- Put children in pairs and ask them to play the same game with fingers.
- Circulate and help children play.

LESSON 2: COUNTING

By the end of the lesson, pupils will be able to:

- Ask and respond to the instruction: *show me* with the number 1 to 20.
- Count the sounds in a word.

Key content:

- Show me....

Teaching tip

Use your read aloud storybook to develop pupil's vocabulary. Point at a picture from the story and pupils describe what they see.

WARM UP

5 minutes

- Write the letters p, g, f, n on the board. Ask children to choose consonants they want to sing.
- Sing the chants for the chosen consonants.

REVIEW

5 minutes

- Play the game *Show me your* with classroom objects.
- Ask the children *Show me a pencil*.
- Use the game to review classroom vocabulary: *chalkboard, window, door, rubber, book, pencil, pen, duster, rubber, chair, desk, table, etc.*

PRESENTATION

10 minutes

- Write numbers one to twenty on the chalkboard, make them big enough for all to see.
- Point at each number one by one, say the number and have the children repeat after you.
- Do this several times and encourage the children to count with you.
- Count forwards and backwards.
- Ask a boy to the front and ask him to point at the numbers as the class counts.
- Repeat the activity asking a girl to come to the front.

APPLICATION

15 minutes

Activity 1 Counting to 20 (Pairs)

- Put children in AB pairs.
- Ask the children to open their text book.

Keynote pp. 34- 36

New Primary pp. 24 - 26

Success English pp. 18, 20, 21, 23, 24

Progressive pp. 25, 28

- Tell the As to count the figures in English as they put their fingers on each one.
- Tell the Bs to check if their partners are counting correctly.
- When As have finished counting to twenty, B begins to count to twenty.

Activity 2 Count the sounds (Whole class)

- Say the word *can* and ask the children to stretch the word and say each sound c...a...n...
- Ask the children to count the sounds and write the number in their notebook.
- Repeat with *go* (2), *help* (4), *six* (3).

EVALUATION

5 minutes

Play the game BUZZ with the numbers 1 to 20 on the board, point at a different number in random order and ask children to say it. Go faster and faster, make it fun.

HOMEWORK



Children show a family member the numbers one to twenty in their text book and say each number.



LESSON 3: COUNTING

By the end of the lesson, pupils will be able to:

- Say numbers from 1 to 39.
- Identify numbers with the short /u/ sound.

Key content:

Numbers from 20 to 39

Teaching Aids:

- Audio Lesson (E-P3-T2-W3-L3).
- Phone and speakers.

Teaching tip

Ask children to count or say numbers in English as often as possible, when playing outside or inside.

BEFORE THE AUDIO PROGRAMME

Write the numerals 1 to 20 on the board and point to the numbers as you sing the counting song with the children.

DURING THE AUDIO PROGRAMME

20 21 22 23 24 25 26 27 28 29 30
30 31 32 33 34 35 36 37 38 39
Aa Ee Ii Oo Uu
c_p m_t b_s t_p p_p

AFTER THE AUDIO PROGRAMME

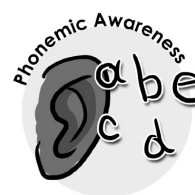
Activity 1 Touch the chalkboard game (Whole class)

- Review the name of the numbers with the class. Have children say numbers as you point at them.
- Invite six children to the front. Have them form two lines, one on each side of the chalk board.
- Explain to the class that when you say a number, the child at the front of each line must try and touch that number before the other team.
- The first child to touch the correct number receives a point for their group. They then go to the back of their respective lines and the new children at the head of each line get ready to play.
- Say the numbers in random order. Keep track of the points for each team.



Activity 2 Do this if you hear /u/ (Whole class)

- Explain to the class you are going to say some words and they must listen carefully.
- Tell the class, when they hear /u/ sound they must touch their heads.
- Say the following words slowly (allow time between each word for the children to complete the action): *cat, sun, ball, up, pup, umbrella, hot, duck, bus, table, and drum.*



LESSON 4: COUNTING

By the end of the lesson, pupils will be able to:

- Say numbers to 39.
- Identify numbers with the short /u/ sound.

Key content:

Numbers from 20 to 39

WARM UP

5 minutes

- Write the letters b, j, s, m on the board. Ask children to choose consonants to practice.
- Sing the chants for the chosen consonants.

REVIEW

5 minutes

Write the numbers one to twenty on the board and play a game of Buzz. Point at numbers as fast as you can in random order and children say the number.

PRESENTATION

10 minutes

- Write numbers twenty to twenty nine on the blackboard, make them big enough for all to see.
- Point at each number one by one, say the number and have the children repeat after you.
- Do this several times and encourage the children to count with you from twenty one to twenty nine.
- Call a boy to the front and ask him to point at the numbers as the class counts.
- Write the number thirty to thirty nine on the board.
- Point at each number, one by one, say the number and have the children repeat after you.
- Do this several times and encourage the children to count with you from thirty one to thirty nine.
- Call a girl to the front and ask her to point at the numbers as the class counts.

APPLICATION

15 minutes

Activity 1 Reading numbers (Pairs)

- Ask the children to open their text book.

Keynote pp. 28, 29

New Primary --

Success English pp. 19, 25

Progressive pp. 26, 27

- Tell the Bs to point to a number and tell the As to say that number in English.
- After three minutes they change roles.

Activity 2 Phonics (Pairs)

- Write the letters Aa, Ee, Ii, Oo, Uu on the board, make them big enough for all to see.
- Write on the board m...st.
- Ask children what letter is missing to make the word must?
- Stretch the word by saying the sounds of each letter: /m/.../u/.../s/..../t/.
- When children say the letter /u/ is missing then write it in the middle of the letters /m....st/.
Point at the word and read it again slowly.
- Repeat the activity with the words, can, not, this, put.

EVALUATION

5 minutes

Play the game Buzz with the numbers one to thirty nine that are on the board. Point at a different number and ask the children to say it. Go faster and faster, make it fun.

HOMEWORK



Children show a family member the numbers twenty to thirty nine in their textbook and say each number.



LESSON 5: COUNTING

By the end of the lesson, pupils will be able to:

- Put an -s at the end of a noun for plurals.
- Ask and answer the question *How many are there? There are.....*

Key content:

Vocabulary:

- Numbers to thirty nine
- How many do you have?
- How many are there?

Teaching Aids:

- Audio Lesson (E-P2-T2-W3-L5).
- Phone and speakers.

Teaching tip

Remember to use real objects whenever possible when teaching numbers.

BEFORE THE AUDIO PROGRAMME

- Review homework.
- Play Buzz with the words: *comb, down, sound, cow, hair, and brown.*

DURING THE AUDIO PROGRAMME

21 22 23 24 25 26 27 28 29

30 31 32 33 34 35 36 37 38 39

pl s st p lv st c st st p
u e i o

AFTER THE AUDIO PROGRAMME

Activity 1 How many? (Pairs)

- Children open their textbook pages:

Keynote pp. 34-36

New Primary pp. 24-26

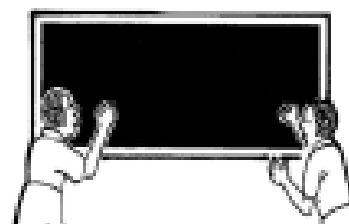
Success English pp. 19, 25

Progressive pp. 26-27

- Choose a picture in the textbook.
- Ask the children: *How many are there?*
- Put the children in A, B pairs.
- In pairs, the children continue looking at the pictures and As ask Bs *How many are there?* Bs count and answer.
- After three minutes the children change roles.

Activity 2 Touch the chalkboard game (Whole class)

- Review the name of the numbers with the class. Have children say number as you point to them.
- Invite six children to the front. Have them form two lines, one on each side of the chalk board.
- Explain to the class that when you say a number, the child at the head of each line must try and touch that number before the other team.
- The first child to touch the correct number receives a point for their group. They then go to the back of their respective lines and the new children at the head of each line get ready to play. Say the numbers in random order. Keep track of the points for each team.



Activity 3 What letter is missing (Whole class)

- Write on the board: s__x. Then say the word: six.
- Ask the children what vowel is missing (i) and write in the blank space.
- Repeat the activity with t_n (ten), j_g (jug), b_g (bag).



LESSON 6: READING - PUG THE PUP

By the end of the lesson, pupils will be able to:

- Read the decodable story *Pug the Pup*.
- Use phonics knowledge to decode the words: that, sees, he, see, the.

Key content:

- that
- sees
- he
- see
- the

Teaching Aids:

- Daily Reader Story: *Pug the Pup*
- Audio Lesson (E-P2-T2-W3-L6).
- Phone and speakers.

Teaching tip

Play games with children to make them practice finding the middle sound: What is the vowel?

BEFORE THE AUDIO PROGRAMME

Talk about the title page of the story *Pug the Pup*. Have children make predictions about what might happen in the story.

DURING THE AUDIO PROGRAMME

p	g	f	n	b	s	r	m	j
			st		-ust			
that	sees	he		see		the		

AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in pairs.
- Ask the children to retell the story to each other, while looking at the pages.
- Circulate the room helping the children.



Activity 2 Re-tell the story (Whole Class)

- Invite the class to tell you what happened in the story.
- After one child tells some details of the story, say thank you, and ask the class: *What happened next?*
- Then ask another child to continue telling what happened in the story.
- Continue asking other children: *What happened next?*



Activity 3 Rhyming Dictation (Individually)

- Dictate rhyming words from the story (run, fun, sun).
- Ask children to write the words.
- Have children explain how they wrote the word and why.

LESSON 7: READING - PUG THE PUP

By the end of the lesson pupils will be able to:

- Use phonics knowledge to decode short u words.
- Read the decodable story Pug the Pup.

Key content:

- that
- sees
- he
- see
- the
- Words that contain the letter u

Teaching Aids:

- Daily Reader Story: *Pug the Pup*

WARM UP

5 minutes

Play Touch the Chalkboard using numbers 1 to 39. (See Lesson 3 or 5)

REVIEW

5 minutes

Tell the children that you will reread the book from the previous lesson later in the lesson. Ask the children who remembers the title? (**Pug the Pup**) Ask the children to bring out their books and open on the page with the story **Pug and the Pup**. Give children 3 minutes to look at the story.

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Have the children read each word as you point at it.
- Ask different groups to read the words, ask girls only, ask boys only, etc.
- Go as quickly as possible.

that see he
sees the

APPLICATION

15 minutes

Activity 1 Echo reading of Pug the Pup (Whole class)

- Read the first page to the children.
- Have them point at each word as you read it.
- Ask them to look at the pictures and point at the *bus, Pug, Mum*
- Read it again, line by line, asking them to repeat and point at the words as they read them.
- Continue, page by page, until the end.

Activity 2 Choral reading (Whole class)

- Have children read the story out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3 Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

Have children copy the sentences at the end of the story in their notebooks, and then fill in the blanks to make sentences.

HOMEWORK



Children take the story books home and read the story **Pug the Pup** to an adult or a sibling.




WEEK 2 AND 3 ASSESSMENT TASKS

Ask children one by one to come to your table

Assessment task 1 – Numbers to 39

Point at a number and ask the child to say the number in English




30 15 39 21 27

		
Did not say any number correctly	Said less than 2 numbers correctly	Said 3 or more numbers correctly

Assessment task 2 – Count the syllables

Say the following words twice (do not show them to the child). For each word, ask the child to say how many syllables the word has.




hello (2) door (1) afternoon (3) book (1)

		
Did not say the correct number of syllables for any word	Said the correct number of syllables for 2 words or less	Said the correct number of syllables for 3 words or more

Assessment task 3 – Read simple words

Ask the child to put his/her finger under each word and read:

cup nut has
my glad frog

		
Did not read any word correctly	Read 3 or less words correctly	Read 4 or more words correctly

WEEK 2 AND 3 ASSESSMENT TASKS RECORD SHEET

[illegible]

Week 4 – Week at a glance - Counting Decodable story: This and That

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Counting	Counting	Counting	Counting	How many?	This and That	This and That
New structures & vocabulary	Review: Numbers 21 - 39 Numbers 40 - 49	Review: Numbers 21 - 39 Numbers 40 - 49	Numbers 50 – 69	Numbers 50 – 69	How many...are there? Plurals of nouns	Sight words: want, see, what, go, you	Sight words: want, see, what, go, you
Letter study	/th/	Count the syllables	/sh/ & /th/		Review of short vowels	/sh/ & /th/ Review of short vowels	/sh/ & /th/ Review of short vowels
Phonemic Awareness	Count the syllables	Count the syllables	Identifying the final phoneme	Identifying the final phoneme	Identifying the final phoneme	Decoding 4 letter words	Decoding 4 letter words
Song, chant or rhyme	Short Vowel Song		The Th Song		How many are there? Chant Short vowel song	Vowel song	Vowel song
Game	Buzz The team game Do this if you hear /th/	Buzz Count the syllables	Buzz Do this if you hear /sh/	Buzz What letter is missing?	What letter is missing? How many? Vowel or consonant?	Buzz Find the word	Buzz Find the word
Textbooks							
Success English	pp. 19,25	pp. 19,25	pp. 19,25	pp. 19,25	pp. 19,25		
Progressive	pp. 26,27	pp. 26,27	pp. 26,27	pp. 26,27	pp. 26,27		
Keynote	p. 39	p. 39	p. 39	p. 39	p. 39		
New Primary	pp. 24-25	pp. 24-25	pp. 24-25	pp. 24-25	pp. 24-25		



LESSON 1: COUNTING

By the end of the lesson, pupils will be able to:

- Say numbers to 49.
- Identify words that begin with the sound /th/.

Key content:

Numbers forty to forty nine

Teaching Aids:

- Audio Lesson (E-P2-T2-W4-L1).
- Phone and speakers.

Teaching tip

The number of times that you hear the sound of a vowel (a, e, i, o u,) in a word is equal to the number of syllables the word has. A very effective way to help your children understand and count syllables is to have children put up one finger for each syllable starting with the thumb for the first syllable.

BEFORE THE AUDIO PROGRAMME

Count from one to thirty nine.

DURING THE AUDIO PROGRAMME

20 21 22 23 24 25 26 27 28 29

30 31 32 33 34 35 36 37 38 39

40 41 42 43 44 45 46 47 48 49

the

this

that

AFTER THE AUDIO PROGRAMME

Activity 1 Do this if you hear /th/ (Whole class)

- Explain to the class you are going to say some words and they must listen carefully.
- Tell the class, when they hear /th/ sound they must stand up. If they don't hear the short /th/ sound they must remain seated.
- Say the following words slowly (pause between each word for the children to complete the action): *three, ruler, then, school, story, thirty, this step, thank, the, window and that.*

Activity 2 Team Game (Whole Class)

- Review with the children numbers 40 to 49.
- Divide the class into two teams.
- Call a child from each team to the front and say a number.
- The first child to write the number correctly wins a point for the team.
- The first team to get five points wins the game.

LESSON 2: COUNTING

By the end of the lesson, pupils will be able to:

- Say numbers to 49.
- Count the number of syllables in a word.

Key content:

Numbers forty to forty nine

Teaching tip

Ask pupils questions about the characters in the story. Discuss with the pupils the character's problem in the story.

WARM UP

5 minutes

Count from one to thirty nine.

REVIEW

5 minutes

- Write 20 numbers from twenty to thirty nine on the board and play the game of BUZZ.
- Point to numbers in random order as fast as you can and children say the numbers.

PRESENTATION

10 minutes

- Write numbers forty to forty nine on the chalkboard make them big enough for all to see.
- Point at each number one by one, say the number and have the children repeat after you.
- Count forwards and backwards several times, encouraging the children to count with you.
- Ask a boy to come to the front and ask him to point at the numbers as the class counts.
- Repeat the activity asking a girl to come to the front.

APPLICATION

15 minutes

Activity 1 Counting to 49 (Pairs)

- Put children in A B pairs.
- Ask the children to open their text book.

Keynote pp. 19, 25

New Primary p. 39

Success English pp. 26,27

Progressive pp. 24-25

- Tell children A to count the figures as they put their fingers on each one.
- Ask children B to listen to their partners and check if they are counting correctly.
- When children A have finished counting, children B begin to count and children A listen.

Activity 2 Count the syllables(Whole class)

- Say the word *teacher* and ask the children to count the syllables: (tea/cher = 2.)
- Explain to the class that you are going to say some words; they must listen carefully, count the number of syllables and write the number of syllables in their notebooks.
- Say the following words: *go, brother, eleven, seventeen.*
- Pause between each word for the children to count the syllables and write the answer in their notebook.
- Revise the answers with the class, syllables go (1), brother (2), eleven (3), seventeen (3).
- If children do not give the correct answer, say the word and model how to count the syllables on your fingers.

EVALUATION

5 minutes

- Ask children to count the numbers 40 to 49 with the class.
- Divide the class into two teams of boys and girls.
- Play the Team Game.

HOMEWORK



Children show a family member how to say the numbers up to forty nine by counting objects in their textbooks.



LESSON 3: COUNTING

By the end of the lesson, pupils will be able to:

- Say numbers from 50 to 69.
- Identify the end sound in a word.
- Identify words that begin with /sh/.

Key content:

Numbers from 50 to 69

Teaching Aids:

- Audio Lesson (E-P3-T2-W4-L3).
- Phone and speakers.

Teaching tip

Games are a great way to learn. Try to keep games fast paced and enjoyable. Play games for five minutes at a time. Make sure you pick different children every day.

BEFORE THE AUDIO PROGRAMME

Count from thirty to forty nine.

DURING THE AUDIO PROGRAMME

50 51 52 53 54 55 56 57 58 59
60 61 62 63 64 65 66 67 68 69 th
she shirt shop
tha_ bu_ jum_

AFTER THE AUDIO PROGRAMME

Activity 1 Touch the chalkboard game (Whole class)

- Review the name of the numbers with the class.
Have children say numbers as you point at them.
- Invite six children to the front; have them form two lines, one on each side of the chalk board.
- Explain to the class that when you say a number, the child at the head of each line must try and touch that number before the other team.
- The first child to touch the correct number receives a point for their team. They then go to the back of their respective lines and the new children at the head of each line get ready to play.
- Say the numbers in random order. Keep track of the points for each team.



Activity 2 Do this if you hear /sh/ (Whole class)

- Explain to the class they must listen carefully.
- Explain when they hear the /sh/ sound they must put a finger on their lips. If they don't hear the /sh/ sound they do nothing.
- Say the following words slowly (pause between each word for the children to complete the action): *shake, listen, shop, Thursday, shell, sheep, teacher, shoe, short.*



LESSON 4: COUNTING

By the end of the lesson, pupils will be able to:

- Say numbers to 69.
- Identify the end sound in a word.

Key content:

Numbers from 50 to 69

WARM UP

5 minutes

Count from thirty to forty nine.

REVIEW

5 minutes

- Write ten numbers between thirty and forty nine on the board and play the game of BUZZ.
- Point to numbers as fast as you can, in random order and children say the numbers.

PRESENTATION

10 minutes

- Write numbers fifty to fifty nine on the chalkboard make them big enough for all to see.
- Point at each number one by one, say the number and have the children repeat after you.
- Count forwards and backwards several times, encouraging the children to count with you.
- Ask a boy to come to front and ask him to point at the numbers as the class counts.
- Write the number sixty to sixty nine on the board.
- Point to each number one by one, say the number and have the children repeat after you.
- Count forwards and backwards several times, encouraging the children to count with you.
- Ask a girl to come to the front and ask her to point at the numbers as the class counts.

APPLICATION

15 minutes

Activity 1 Reading numbers to 69 (Pairs)

- Put the children in A B pairs.
- Ask the children to open their text books.

Keynote pp. 19,25

New Primary pp.39

Success English pp. 26,27

Progressive pp. 24-25

- Ask children B to point at a number in the textbook, and ask children A to say what the number is in English.
- After three minutes, ask the children to change roles.

Note: If the textbooks do not have the numbers ask the children to write the numbers in their notebooks to play the game.

Activity 2 What letter is missing (Pairs)

- Say the word shut, stretch the word by saying s...h...u...t.
- Repeat the word three times and encourage the children to say each sound.
- Write on the board shu_.
- Ask children what letter is missing to finish the word. (t)
- Ask a child to come and write the letter T at the end of shu_.
- Repeat with sto_ (stop).

EVALUATION

5 minutes

Play a game of Touch the Chalkboard (See Lesson 3, Activity 1).

HOMEWORK



Children use their textbook to show a family member they know how to say the numbers fifty to sixty nine.



LESSON 5: HOW MANY

By the end of the lesson, pupils will be able to:

- Put an s at the end of a noun for plurals.
- Ask and answer the question *How many are there? There are.....*.

Key content:

- How many are there?
- There are.....

Teaching Aids:

- Audio Lesson (E-P3-T2-W4-L5).
- Phone and speakers.

Teaching tip

When playing the team game, choose boys and girls from the front, the middle and the back of the class. Select new players everyday until everyone gets a turn.

BEFORE THE AUDIO PROGRAMME

Count from fifty to sixty nine, backwards and forwards.

DURING THE AUDIO PROGRAMME

a e i o u
s h o _
f i _ _
s h i _

AFTER THE AUDIO PROGRAMME

Activity 1 How many? (Pairs) i _

- Children open their textbook pages:
Keynote pp. 19, 25 **New Primary p. 39**
Success English pp. 26 -27 **Progressive pp. 24-25**
- Choose a picture in the textbook.
- Ask the children: *How many are there?* Repeat several times.
- Put the children in A B pairs.
- In their pairs, the children continue looking at the pictures.
- Children A ask children B: *How many are there?* Children B count and answer.
- After three minutes the children change roles.



Activity 2 What letter is missing (Whole class)

- Say the word: *Help*, stretch the word by exaggerating the sounds and saying h...e...l...p.
- Repeat the word three times.
- Write on the board hel _.
- Ask children: What letter is missing to finish the word? (p)
- Ask a child to come and write the letter /p/ at the end of hel _.
- Read the word together.
- Repeat the activity with the words sit (si _), and open (ope _ .)



LESSON 6: READING - THIS AND THAT

By the end of the lesson, pupils will be able to:

- Read the decodable story *This and That*.
- Identify words with the consonant blends /th/ and /sh/.
- Use phonics knowledge to decode the words with /th/ and /sh/.
- Recognize the sight words: *want, see, what, go* and *with*.

Key content:

- Fish
- Dish
- Ship
- See
- Pond
- Want

Teaching Aids:

- Audio Lesson (E-P3-T2-W4-L6).
- Phone and speakers.

Teaching tip

You may wish to use the term 'beats' instead of syllable at the beginning but once children have the concept, the word syllable can be introduced.

BEFORE THE AUDIO PROGRAMME

Talk about the title page of the story *This and That*. Have children make predictions about what might happen in the story, basing on what they see on the title page.

DURING THE AUDIO PROGRAMME

	a	e	i	o	u
	th			sh	
	fish	dish	Beth		
want	see	what	go	you	

AFTER THE PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in pairs.
- Ask the children to re-tell the story to each other, while looking at the pages.
- Circulate in the room helping the children.
- Encourage children to use as many details as possible.



Activity 2 Re-tell the story (Whole Class)

- Invite the class to tell you what happened in the story.
- After one child tells some details of the story, say thank you, and ask the class: *What happened next?*
- Invite another child to continue telling what happened in the story.
- Continue asking other children: *What happened next?* until they have told the story.

Activity 3 /Sh/ & /Th/ Dictation (Individually)

- Dictate the word *this*.
- Ask children to write the word.
- Have children explain how they wrote the word.
- Repeat with /sh/ or /th/ words from the story (that, dish, ship, fish, shell)



LESSON 7: READING THE STORY - THIS AND THAT

By the end of the lesson, pupils will be able to:

- Recognize the sight words: *want, see, what, go* and *with*.
- Read the decodable story *This and That*.
- Identify the words that contain the letter blends /th/ and /sh/.

Key content:

- Fish
- Dish
- Ship
- See
- Pond

Teaching Aids:

Daily Reader Story: *This and That*.

WARM UP

5 minutes

Sing the Vowel Song.

REVIEW

5 minutes

- Write the letters b, f, s, p, l, d and the consonant blends th and sh on the board.
- Point at each letter blend and ask the children to say the sound they make.
- Write the vowels a, e, i, o, u on the board.
- Ask the children what sound do you make when /i/ and /sh/ are put together?
- Write /-ish/ on the board and then point at one of the letters (d).
- Ask the children: what do you get when you add /d/ to /ish/ (dish).
- Repeat with /f/ +/ish/ to make fish.

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Have the children read each word as you point at it.
- Ask different groups to read the words, ask the whole class, ask girls only, boys only etc. Play BUZZ.

what go want
see you

APPLICATION

15 minutes

Activity 1 Echo reading of *This and That* (Whole class)

- Tell the class you will reread the story from the last lesson. Ask the children to bring out their book and open on the page with the story: **This and That**.

Give children 3 to 5 minutes to look at the story.

- Read the story **This and That** page by page, and ask the children to repeat and follow along, with their finger.
- Read again line by line asking children to point at *Beth, dish, ship, pond, shell, fish* and ask questions about what they are doing. Continue, page by page, until all the pages are read.



Activity 2 Comprehension (Whole class)

- Ask children comprehension questions and reinforce their answers.

Activity 3 Word search (Pairs)

- Ask the children to put their finger on words that have /th/ on the title page. How many are there? Can you read them? Ask children if they can find a word with /th/ in boxes 2, 5, 6, 7, 8, 9, 10, 11.
- Repeat the activity with /sh/.

EVALUATION

5 minutes

- Ask children to individually read the extra words at the end of their decodable. Circulate and help children sound out the words.

HOMEWORK



Children take the story books home and read the story *This and That* to an adult or a sibling.

Week 5 – Week at a glance - Counting Decodable story: Chad the Chimp

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Counting	Counting	Counting	Counting	How many	Chad the Chimp	Chad the Chimp
New structures & vocabulary	Review: numbers 40-69 Numbers 70-79	Review: numbers 40-69 Numbers 70-79	Numbers 80 – 100	Numbers 80 -100	Who has more? Bring me	Sight words: get, let's, want, see, will	Sight words: get, let's, want, see, will
Letter study	Consonant blend /wh/	Count the syllables	Consonant blend /ch/	Consonant blend /ch/	Vowels	Vowels and consonants	Consonant blends wh and ch
Phonemic Awareness	Counting the syllables in a word	Counting the syllables in a word					
Song, chant or rhyme					How many are there? chant		
Game	Count the syllables Buzz Team game Write the number	Buzz Count the syllables Touch the chalkboard	Buzz What letter is missing Team game Do this if you hear /ch/	Buzz Finish the word Touch the chalkboard	Finish the word Count the syllables What letter is missing?	Buzz Find the word Finish the word	Buzz Find the word
Textbooks							
Success English		pp. 26,27		pp. 26,27	pp. 26, 27		
Progressive		pp. 24,25		pp. 24,25	pp. 24, 25, 26		
Keynote		pp. 18,19,25		pp. 18,19,25	pp. 18,19,25		
New Primary		p.39		p.39	p.39		



LESSON 1: COUNTING

By the end of the lesson, pupils will be able to:

- Say numbers to 79.
- Count syllables in words.
- Identify words that begin with the sound /wh/.

Key content:

Numbers seventy to seventy nine.

Teaching Aids:

- Audio Lesson (E-P2-T2-W5-L1).
- Phone and speakers.

Teaching tip

When playing the team game, go as fast as you can to make the game lively.

Remember to call on boy and girls from all corners of the classroom.

BEFORE THE AUDIO PROGRAMME

Count from forty to seventy nine.

DURING THE AUDIO PROGRAMME

40 41 42 43 44 45 46 47 48 49

50 51 52 53 54 55 56 57 58 59

60 61 62 63 64 65 66 67 68 69

70 71 72 73 74 75 76 77 78 79

what

where

when

AFTER THE AUDIO PROGRAMME

Activity 1 Do this if you hear /wh/ (Whole class)

- Explain to the class you are going to say some words and they must listen carefully.
- Tell the class, when they hear /wh/ sound they must pretend to blow out a candle. If they don't hear the /wh/ sound they sit still.
- Say the following words slowly (pause between each word for the children to complete the action): *what, table, banana, where, when, paper, why, white.*



Activity 2 Team Game (Whole Class)

- Review with the children numbers 70 to 79.
- Divide the class into two teams.
- Call the first two children from each team to the front and say a number.
- The first child to write the number correctly wins a point for the team.
- The children go to the back of the line and the next two children come forward.
- The first team to get five points wins the game.

LESSON 2: COUNTING

By the end of the lesson, pupils will be able to:

- Say numbers to 79.
- Count the syllables in a word.

Key content:

- Numbers seventy to seventy nine

WARM UP

5 minutes

Count from fifty to sixty nine.

REVIEW

5 minutes

- Write ten numbers between fifty and sixty nine on the board and play the Buzz game.
- Point at numbers as fast as you can, in random order and children say the numbers.

PRESENTATION

10 minutes

- Write numbers seventy to seventy nine on the chalkboard, make them big enough for all to see.
- Point at each number one by one, say the number and have the children repeat after you.
- Count forwards and backwards several times, encouraging the children to count with you.
- Ask a boy to come to the front to point at the numbers as the class counts.
- Repeat the activity asking a girl to come to the front.
- Point at some random numbers and ask the class to say the numbers.

APPLICATION

15 minutes

Activity 1 Counting to 79 (Pairs)

- Put children in A B pairs.
- Ask the children to open their text books.

Keynote pp. 18, 19, 25

New Primary pp. 39

Success English pp. 26, 27

Progressive pp. 24, 25

- Children A count the figures in English as they put their finger on each one. Children B listen to their partners and check if they are counting correctly.
- When Children A have finished counting, Children B begin to count, and Children A listen.

Activity 2 Count the syllables (Whole class)

- Say the word *seventy*. Ask the children to count the syllables in the word and write the number in their notebook.(3)
- Explain to the class that you are going to say some more words; they must listen carefully, count the number of syllables and write the number in their notebooks.
- Say the words forty (2), six (1), ruler (2).
- Allow time between each word for the children to count the syllables and write the numbers in their notebooks.
- Revise the answers with the class, if children do not give the correct answer, say the word, model how to clap and count the syllables and ask the class *How many syllables did you hear?*

EVALUATION

5 minutes

- Review the numbers 70 to 79 with the class.
- Divide the class into two teams of boys and girls.
- Play Touch the chalkboard (see Term 2, Week 4, Lesson 3).

HOMEWORK

Children show a family member how to say the numbers up to seventy nine by counting objects in their textbooks.





LESSON 3: COUNTING

By the end of the lesson, pupils will be able to:

- Count numbers to 100.
- Identify words that begin with the sound /ch/.

Key content:

Numbers from 80 to 100

Teaching Aids:

- Audio Lesson (E-P2-T2-W5-L3).
- Phone and speakers.

Teaching tip

Make a celebration of discovering how to say 100. Ask children what they would like to have a hundred of.

BEFORE THE AUDIO PROGRAMME

Count from seventy to seventy nine backwards and forward.

DURING THE AUDIO PROGRAMME

80 81 82 83 84 85 86 87 88 89
90 91 92 93 94 95 96 97 98 99 100

child

chin

chant

wha _ fa _ whe _

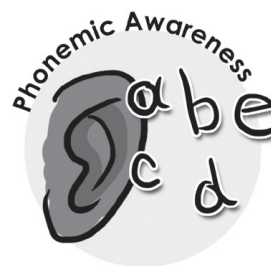
AFTER THE AUDIO PROGRAMME

Activity 1 Team Game (Whole Class)

- Review with the children numbers 80 to 100.
- Divide the class into two teams.
- Call the first two children from each team to the front and say a number.
- The first child to write the number correctly wins a point for the team.
- The children go to the back of the line and the next two children come forward.
- The first team to get five points wins the game.

Activity 2 Do this if you hear /ch/ (Whole class)

- Explain to the class you are going to say some words and they must listen carefully.
- Tell the class, when they hear the /ch/ sound they must touch their chin. If they don't hear the /ch/ sound they must remain seated.
- Say the following words slowly (allow time between each word for the children to complete the action): *child, stone, cheek, flag, children, seventy, chant, chair, cheer.*



LESSON 4: WORD WORKS

By the end of the lesson, pupils will be able to:

- Say numbers to 100.
- Identify the letter at the end of a word.

Key content:

Numbers from eighty to one hundred

WARM UP

5 minutes

Count from seventy to seventy nine.

REVIEW

5 minutes

Write ten numbers between 60 and 79 on the board and play the game of BUZZ. Point at numbers as fast as you can in random order and children say the numbers.

PRESENTATION

10 minutes

- Write numbers 80 to 89 on the chalkboard, make them big enough for all to see.
- Point at each number one by one, say the number and have the children repeat after you.
- Count forwards and backwards several times, encouraging the children to count with you.
- Ask a boy to come to the front and ask him to point at the numbers as the class counts.
- Write numbers 90 to 100 on the board, make them big enough for all to see.
- Point at each number one by one, say the number and have the children repeat after you.
- Count forwards and backwards several times, encouraging the children to count with you.
- Ask a girl to come to the front and ask her to point at the numbers as the class counts.

APPLICATION

15 minutes

Activity 1 Reading numbers to 100 (Pairs)

- Put the children in A B pairs.
- Ask the children to open their text book.

Keynote pp. 18, 19,25

Success English pp. 26, 27

New Primary pp.39

Progressive pp. 24-25



- Children B point to a number in the textbook, children A say what the number is.
- After three minutes children change roles.

Note: If the textbooks do not have the numbers ask the children to write the numbers in their notebooks to play the game.

Activity 2 Finish the word (Pairs)

- Say the word: *chimp*.
- Write the letters chim_ on the board, make them big enough for all to see.
- Repeat the word three times and encourage the children to say each sound.
- Ask children what letter is missing to make the word *chimp*.
- Ask a child to come and write the letter /p/ at the end of chim_.
- Read the word together with the class.
- Repeat with chee_ (cheek).

chim_

EVALUATION

5 minutes

- Review the numbers 80 to 100 with the class.
- Divide the class into two teams of boys and girls.
- Play Touch the chalkboard (see term 2, Week 4, Lesson 3).

HOMEWORK



Children show a family member the numbers eighty to one hundred in their textbook and say each number



LESSON 5: HOW MANY?

By the end of the lesson, pupils will be able to:

- Ask and answer the question *Who has more?*
- Identify the end sound in a word.

Key content:

- Who has more?
- Bring me

Teaching Aids:

- Audio Lesson (E-P2-T2-W5-L5).
- Phone and speakers.

Teaching tip

Make sure you have 25 pencils on hand before starting the audio programme today.

BEFORE THE AUDIO PROGRAMME

Count from eighty to one hundred.

DURING THE AUDIO PROGRAMME

a e i o u

chi _ tha _ wha _

AFTER THE AUDIO PROGRAMME

Activity 1 How many? (Pairs)

- Put the children in A B pairs.
- Ask children to open their textbook pages:

Keynote pp. 18,19,25

New Primary p. 39

Success English pp. 26, 27

Progressive pp. 24, 25



- Ask each child to put his/her finger on one of the pictures.
- Ask the children: Who has more?
- In pairs, the children count the objects in each of the two pictures and answer which one has more.
- Ask a few pairs to share.
- Repeat several times.

Activity 2 Count the syllables (Whole class)

- Ask children to open their textbook to a certain page.
- Choose a word on the page and say it slowly.
- Ask the children to say how many syllables the word has.
- Repeat several times with other words.



LESSON 6: READING THE STORY - CHAD THE CHIMP

By the end of the lesson, pupils will be able to:

- Read the decodable story *Chad the Chimp*.
- Identify words with the consonant blends /wh/ and /ch/.
- Identify and read the sight words: does, he, for, not, like.

Key content:

- does
- he
- for
- not
- like

Teaching Aids:

- Audio Lesson (E-P2-T2-W5-L6).
- Phone and speakers.

Teaching tip

Encourage children to read to younger siblings, friends, or other family members.

BEFORE THE AUDIO PROGRAMME

Talk about the title page of the story *Chad the Chimp*. Have children make predictions about what might happen in the story, based on the cover.

DURING THE AUDIO PROGRAMME

a e i o u

wh ch b l

lun ch lunch

chimp

does like for not he

AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in pairs.
- Ask the children to re-tell the story to each other, while looking at the pages.
- Circulate in the room, encouraging and helping the children.
- Ask a few children to come to the front and re-tell the story in their own words.



Activity 2 Rhyming Dictation (Individually)

- Point at the word lunch on the board. Ask the children to read it and spell it.
- Dictate the word: *punch*. Say it three times and ask children to write the word.
- Have children explain how they wrote the word and why.
- Repeat with pointing to the word *Chimp* and dictate the word *limp*.



LESSON 7: READING THE STORY CHAD THE CHIMP

By the end of the lesson, pupils will be able to:

- Read the decodable story Chad the Chimp.
- Identify words with the consonant blends /wh/ and /ch/.
- Identify and read the sight words; does, like, for, not, he.

Key content:

- does
- like
- for
- not
- he

WARM UP

5 minutes

- Write the consonant blend *wh* on the board.
- Ask the children to say the sound the letters make.
- Ask the children what words they know that begin with the sound.
- Write the words on the board.
- Repeat with the blend *ch*.

wh ch

REVIEW

5 minutes

Ask the children to bring out their books and open on the page with the story Chad the Chimp (page 20). Give children 3 minutes to look at the story. Ask the children who remembers the title? (Chad the Chimp).

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Have the children read each word as you point at it. Ask different groups to read the words, ask girls only, ask boys only, etc. Go as quickly as possible.

does like for not he

APPLICATION

15 minutes

Activity 1 Echo reading of Chad the Chimp (Whole class)

- Tell the children that you will read the story from the last lesson.
- Read the first page to the children. Ask them to point at each word as you read it.
- Ask them to look at the pictures and point at the *chimp*, *chips*, *chicken*.
- Read again line by line asking them to repeat and point to the words as they read.

Continue, page by page, until all the pages are read them.

Activity 2 Pair reading (Pairs)

- Children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

Activity 3 Word search (Pairs)

- Ask the children to put their finger on words that have /ch/ on the cover page, how many are there? Can you read them? Ask children if they can find a word with /ch/ on boxes 2, 4, 5, 6, 7, 8, 9, 10. Repeat the same activity with /wh/ (boxes 4 and 10).

EVALUATION

5 minutes

- Ask children to individually read the extra words at the end of their decodable. Circulate and help children sound out the words.
- Ask children to copy the the sentences at the end of the story in their notebooks, and fill in the blanks to make sentences.

HOMEWORK



Children take the story book home and read the story Chad the Chimp to an adult or a sibling.




WEEK 4 AND 5 ASSESSMENT TASKS

Ask children one by one to come to your table

Assessment task 1 – Count the syllables

Say the following words twice (do not show them to the child.)
For each word ask the child to say how many syllables the word has.


potato (3) seventy (3) six (1) ruler (2)

		
Did not say the correct number of syllables for any word.	Said the correct number of syllables for 2 words.	Said the correct number of syllables for 3 words.

Assessment task 2 – Numbers to 100

Point to a number and ask the child to say the number in English.

80 70 100 83 90




		
Did not say any number correctly	Said less than 2 numbers correctly	Said 3 or more numbers correctly

Assessment task 3 – Read simple words

Ask the child to put his/her finger under each word and read:

shed wish both

shut path then

		
Did not read any word correctly	Read 3 or less words correctly	Read 4 or more words correctly

WEEK 4 AND 5 ASSESSMENT TASKS RECORD SHEET

[illegible]

Week 6 – Week at a glance - Days of the Week Decodable story: Trish and The Dragon

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Days of the Week	Days of the Week	Days of the Week	Days of the Week	Days of the Week	Trish and the Dragon	Trish and the Dragon
New structures & vocabulary	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	What day is it today? Today is....	What day is it today? Today is....	Days of the week What day is it today? Today is....	Sight words: goes, away, she, can, to	Sight words: goes, away, she, can, to
Letter study	Consonant blend /tr/		Consonant blend /dr/			tr and dr	tr and dr
Phonemic Awareness	Count syllables	Count syllables	Manipulating syllables	Manipulating syllables	Manipulating syllables		
Song, chant or rhyme	Days of the week	Days of the week	Days of the week		Days of the week		
Game	Buzz Pass the pencil Count the syllables	Count the syllables	Buzz Clean, clean, clean Do this if you hear	Buzz Take away a syllable	Finish the word Take away a syllable Clean, clean, clean	Buzz Find the word Finish the word Elastic word	Find the word
Textbooks							
Keynote		pp. 26-27	pp. 26-27	pp. 26-27	pp. 26-27		
Success English		pp. 30-34	pp. 30-34	pp. 30-34	pp. 30-34		
New Primary		pp. 40-42	pp. 40-42	pp. 40-42	pp. 40-42		
Progressive		pp. 28-31	pp. 28-31	pp. 28-31	pp. 28-31		



LESSON 1: DAYS OF THE WEEK

By the end of the lesson, pupils will be able to:

- Say the days of the week.
- Identify words that begin with the sound /tr/.

Key content:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

Teaching Aids:

- Audio Lesson (E-P2-T2-W6-L1).
- Phone and speakers.

Teaching tip

When teaching the days of the week, ask children what they do on certain days, for example, what do you do on Sunday? What day do you go to the market?

BEFORE THE AUDIO PROGRAMME

Write the date on the board and read it together with the children, say: *Today is....*

DURING THE AUDIO PROGRAMME

tree
truck
trousers

AFTER THE AUDIO PROGRAMME

Activity 1 Do this if you hear /tr/ (Whole class)

- Explain to the class you are going to say some words and they must listen carefully.
- Tell the class, when they hear the /tr/ sound they must put their hands up like a tree. If they don't hear the /tr/ sound they must sit still.
- Say the following words slowly (pause between each word for the children to complete the action): *tree, ninety, trousers, picture, Monday, truck, trap, Wednesday, trip, trouble, potato, try.*

Activity 2 Pass the Pencil (Whole Class)

- Distribute four pencils.
- Say a day of the week, for example, Monday.
- Children begin passing the pencils around the classroom.
- Clap your hands.
- Children with the pencils hold them in the air and say the day that comes after.
- Repeat the activity several times.

LESSON 2: DAYS OF THE WEEK

By the end of the lesson, pupils will be able to:

- Say the days of the week
- Count the syllables in a word.

Key content:

Days of the week.

WARM UP

5 minutes

Children stand up and sing the Days of the Week Song.

FLUENCY

5 minutes

Ask children to open their decodable to the story 'Chad the Chimp' on page 20.

Tell children to put their finger under the first word in box 6. Ask children to read each word and follow with their finger when you snap your fingers. Repeat with boxes 7 to 11.

PRESENTATION

10 minutes

Ask the children to open their text book:

Keynote pp. 26-27

New Primary pp.40-42

Success English pp. 30-34

Progressive pp. 28-31

- Read the days of the week and ask the children to follow the text with their fingers and repeat.
- Ask the children: What day comes after Monday?
- What day comes after Tuesday?
- What day comes after Wednesday? etc.

APPLICATION

15 minutes

Activity 1 Days of the Week (Pairs)

- Put children in A B pairs.
- Ask the children to look at their text book.

Keynote pp. 26-27

New Primary pp.40-42

Success English pp. 30-34

Progressive pp. 28-31

- Tell children A to put their finger on one of the days. Children B read the word and say what day it is. Repeat this several times.
- After three minutes change roles.

Activity 2 Count the Syllables (Whole class)

- Say the word *Saturday*. Ask the children to count the syllables in the word and write the number in their notebook.(3)
- Explain to the class that you are going to say some more words; they must listen carefully, count the number of syllables and write the number in their notebooks.
- Say the following words: *Sunday* (2), *week* (1), *Friday* (2)
- Allow time between each word for the children to count the syllables and write the answers.
- Revise the answers with the class, if children do not give the correct answer, say the word, model how to clap and count the syllables and ask the class: *How many syllables did you hear?*

EVALUATION

5 minutes

Ask the children to do one of the exercises in their textbooks:

Keynote p. 27

New Primary p. 41

Success English p. 32

Progressive p. 30

HOMEWORK



Children show a family member how to say the days of the week and show them in their textbook.



LESSON 3: DAYS OF THE WEEK

By the end of the lesson, pupils will be able to:

- Say the days of the week.
- Ask and answer the question: *What day is today? Today is*
- Identify words that begin with the sound /tr/.

Key content:

- What day is it today?
- Today is
- Days of the week.

Teaching Aids:

- Audio Lesson (E-P2-T2-W6-L3).
- Phone and speakers.

Teaching tip

Ask the children to help you write words on the board, ask them to sound out the words and suggest spellings.

BEFORE THE AUDIO PROGRAMME

Write today's date on the board and read it with the children, say: Today is.....

DURING THE AUDIO PROGRAMME

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday
dress drip
drum

AFTER THE AUDIO PROGRAMME

Activity 1 Buzz (Whole Class)

- Review with the children the days of the week.
- Play the BUZZ game using the days of the week.
- Point to the days of the week written on the board as fast as you can in random order and children say the day.

Activity 2 Do this if you hear /dr/ (Whole class)

- Explain to the class you are going to say some words and they must listen carefully.
- Tell the class, when they hear the /dr/ sound they must nod their head. If they don't hear the /dr/ sound they must remain seated.
- Say the following words slowly (allow time between each word for the children to complete the action): *drop, Tuesday, draw, Saturday, dress, drive, Wednesday, dry, Sunday, drip, Monday, drum, Wednesday, drink.*

Activity 3 Clean, clean, clean (Whole class)

- Ask the class to close their eyes.
- Wipe one of the days of the week from the chalkboard.
- Ask the children to open their eyes and read the days of the week.
- Ask the children what day is missing.
- Rewrite the missing word and play again.

LESSON 4: DAYS OF THE WEEK

By the end of the lesson, pupils will be able to:

- Ask and answer the question: *What day is it today?*
- Identify the number of syllables in a word.

Key content:

- What day is it today?
- Today is

WARM UP

5 minutes

- Children stand up and sing the *Days of the Week Song*.
- Write the date on the board, read it together. Start by saying: *Today is.....* Ask children to copy the date in their notebooks.



FLUENCY

5 minutes

Ask children to open their decodable to the story *Chad the Chimp* on page 15. Tell children to put their finger under the first word in box 1. Tell children to read each word and follow with their finger when you snap your fingers. Repeat with boxes 2 to 11.

PRESENTATION

10 minutes

- Ask the children to open their text book.

Keynote pp. 26-27

Success English pp. 30-34

New Primary pp.40-42

Progressive pp. 28-31

- Ask the children to point at the days of the week as you read.
- Ask children to 'help you' write the days of the week on the board.
- Play the game of BUZZ by pointing at days of the week in random order.

APPLICATION

15 minutes

Activity 1 Reading days of the week (Pairs)

- Put the children in A B pairs.
- Ask the children to look at their text book.

Keynote pp. 26-27

Success English pp. 30-34

New Primary pp. 40-42

Progressive pp. 28-31



- Tell children A to point at a day of the week and children B say that day in English.
- After three minutes children change roles.

Activity 2 Take away the syllable (Pairs)

- Ask the children how many syllables they hear in the word Monday. (2)
- Ask them what the syllables are (Mon – day).
- Ask the children, if we take away the syllable 'day' away, what is left? (Mon)
- Repeat with Saturday and Tuesday.

EVALUATION

5 minutes

Ask the children to write sentences about what they do each day of the week.

HOMEWORK



Children tell a family member what day is it today.



LESSON 5: DAYS OF THE WEEK

By the end of the lesson, pupils will be able to:

- Identify the day of the week.
- Say the names of the days of the week.
- Identify the correct letter to finish a word.

Key content:

- What day is today?
- Today is....

Teaching Aids:

- Audio Lesson (E-P3-T2-W6-L5).
- Phone and speakers.

Teaching tip

Involve the children every day in helping you write the date on the board.

BEFORE THE AUDIO PROGRAMME

Say the days of the week, backwards and forwards.

DURING THE AUDIO PROGRAMME

Monday Tuesday Wednesday
Thursday Friday Saturday Sunday

bu_
dru_
no_

AFTER THE AUDIO PROGRAMME

Activity 1 Buzz (Whole Class)

- Review with the children the days of the week.
- Play the game of BUZZ.
- Point at the words of the days of the week written on the board as fast as you can in random order.

Activity 2 Clean, clean, clean (Whole Class)

- Ask the class to close their eyes.
- Wipe one of the days of the week from the chalkboard.
- Ask the children to open their eyes and read the days of the week.
- Ask the children what day is missing.
- Rewrite the missing word and play again.



LESSON 6: READING THE STORY - TRISH AND THE DRAGON

By the end of the lesson, pupils will be able to:

- Read the decodable story *Trish and The Dragon*.
- Identify words with the consonant blends /tr/ and /dr/.
- Read and identify sight words; *goes, away, want, she, and*.

Key content:

- Sleep
- Drum
- Tap
- Truck
- Want

Teaching Aids:

- Daily Reader Story: Trish and the Dragon
- Audio Lesson (E-P3-T2-W6-L6).
- Phone and speakers.

Teaching tip

Encourage children to read to younger siblings, friends, or other family members.

BEFORE THE AUDIO PROGRAMME

- Write the date on the board and read it with the children.
- Talk about the title page of the story **Trish and The Dragon**. Have children make predictions what might happen in the story basing on the title page.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in group of three.
- Ask the children to retell the story to one another, while looking at the pages.
- Ask a few children to come to the front and re-tell the story in their own words.
- Circulate the room helping children. Praise the children when they use new vocabulary.
- Encourage the children to use as many details as possible.



Activity 2 /tr/ & /dr/ Dictation (Individual)

- Tell children to fold a paper in half.
- They write Tr on one side and Dr on the other side.
- Say a word that begins with tr or dr and children choose which side to write the word on.
- Encourage children to say the sounds in the word to try to spell it.
- Reinforce each correct spelling by calling a child to write the word on the board.



LESSON 7: READING THE STORY - TRISH AND THE DRAGON

By the end of the lesson, pupils will be able to:

- Identify words with the consonant blends /tr/ and /dr/.
- Read and identify the sight words of the week.
- Read the decodable story *Trish and The Dragon*.

Key content:

- Sleep
- Drum
- Tap
- Truck

Teaching Aids:

Daily Reader Story: *Trish and the Dragon*.

WARM UP

5 minutes

Ask the children to stand up and sing the Days of the Week Song.

REVIEW

5 minutes

Ask the children to bring out their books and open to the page with the story *Trish and The Dragon* (page 26). Give children 3 minutes to look at the story. Ask the children who remembers the title? (*Trish and The Dragon*).

PRESENTATION

10 minutes

- Write the words *to, she, can, goes, away* on the board.
- Play BUZZ with the words. Go as quickly as possible.

to she can goes away

APPLICATION

15 minutes

Activity 1 Echo reading of *Trish and The Dragon* (Whole class)

- Read box 1 of the story *Trish and the Dragon*.
- Have the children point at each word as you read it.
- Ask them to point at the word *dragon*.
- Read again word by word asking them to repeat and point at the words as they read. Continue, box by box, until the end.

Reading



Activity 2 Comprehension (Whole class)

- Ask children the following questions:
 - o What did Trish want to do? (Sleep). What noise does the drum make? (gang, bang).
 - o What does Trish say? (Shhhh). What makes the sound drip, drip? (The tap).
 - o What happens next? (Trish says shhh). What noise does the truck make? (Vrrr, vrrr).
 - o What does Trish say? (Trish says shhh). What comes next? (A dragon).
 - o What noise does the dragon make? (grr, grr). What does Trish do? (She goes away).

Activity 3 Pair reading (Pairs)

- Children take turns reading a page with their partner. When they finish, they start again and try to read a little faster.

Activity 4 Word search (Pairs)

- Write the letters tr on the board. Ask the children what are the name of the letters and what sound do they make together. Ask the children to put their finger on a word that has /tr/ on the title page, how many are there? Can you read them? Ask children if they can find a word with /tr/ in box 8 (truck).
- Repeat the activity with /dr/. Ask the children to find /dr/ words in boxes 4, 6, 10.

EVALUATION

5 minutes

Complete the activities on page 31. Ask children to copy the four sentences at the end of the story in their notebooks, and fill in the blanks to make sentences.

HOMEWORK



Children reread the two sentences they copied into their notebooks to a family member.

Week 7 – Week at a glance – Days of the Week
Decodable story: Sing for the King

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	What do you do on...? (Monday to Friday) I...	What do you do on...? (Monday to Friday) I...	What do you do on...? (Saturday and Sunday) I...	What do you do on...? (Saturday and Sunday) I...	What do you do on...? (Saturday and Sunday) I...	Sing for the King	Sing for the King
New structures & vocabulary	I go to school I play football I ...	I go to school I play football I ...	I go to the market/church I clean the house I visit friends	I go to the market/church I clean the house I visit friends	I visit my grandmother I help my parents I play games	Sing, king, bring, thing, ring, song, bang	Sing, king, bring, thing, ring, song, bang
Letter study	Diagraph /-ng/ with /i/	Diagraph /-ng/ with /i/	Diagraph /-ng/ with /o/	Diagraph /-ng/ with /o/ and /a/	Diagraph /-ng/ with /i/	ng	ng
Games	-Pass the pencil -Rhyme Time	-Pass the pencil -Rhyme Time -Do this if you hear	-Pass the pencil -What sound is in the middle, what letter is missing?	-Pass the pencil -What sound is in the middle, - What letter is missing?	-Take away a syllable -Rhyme Time -What sound is in the middle, - What letter is missing?	-Buzz -Find the word	-Buzz -Find the word
Song, chant or rhyme	What do you do on? Chant		What do you do on? Chant		What do you do on? Chant		
Textbooks							
Keynote	pp. 26-27	pp. 26-27	pp. 26-27	pp. 26-27	pp. 26-27		
Success English	pp. 30-34	pp. 30-34	pp. 30-34	pp. 30-34	pp. 30-34		
New Primary	pp. 40-42	pp. 40-42	pp. 40-42	pp. 40-42	pp. 40-42		
Progressive	pp. 28-31	pp. 28-31	pp. 28-31	pp. 28-31	pp. 28-31		



LESSON 1: WHAT DO YOU DO ON.....?

By the end of the lesson, pupils will be able to:

- Answer the question: *What do you do on....*
- Identify rhyming words.

Key content:

- What do you do on...?
- I

Teaching Aids:

- Audio Lesson (E-P2-T2-W7-L1).
- Phone and speakers.

Teaching tip

Play rhyming games often. Children like them, encourage them to make rhymes with their own names, for example, I'm thinking of a girl's name that rhymes with plane (Jane).

BEFORE THE AUDIO PROGRAMME

Write the date on the board and read it together with the children. Say: *Today is.....*


DURING THE AUDIO PROGRAMME

morning
evening
sing


AFTER THE AUDIO PROGRAMME


Activity 1 Rhyme Time (Whole class)

- Show the children how to put their thumbs up if the two words rhyme and how to put their thumbs down if the two words do not rhyme.
- Say the following words (allow time after each set of words for the children to complete the action):

pen ten 

cat mat 

net fat 

brother mother 

pig Jill 

Tuesday Saturday 



Activity 2 Pass the Pencil (Whole Class)

- Distribute four pencils, one in each row.
- Ask the question: *What do you do on Monday?*
- Children begin passing the pencils around the classroom.
- Clap your hands.
- Children with the pencils hold them in the air and answer the question, for example: *I go to school on Monday, I read on Monday, I play on Monday.*
- Continue the game with other days of the week from Tuesday to Friday.

LESSON 2: WHAT DO YOU DO ON.....?

By the end of the lesson, pupils will be able to:

- Answer the question: What do you do on.....?
- Identify rhyming words.

Key content:

- What do you do on?
- I

Teaching Aids:

- Daily Reader Story: *Trish and the Dragon*

WARM UP

5 minutes

Children stand up and sing the Days of the Week song.

FLUENCY

5 minutes

Ask children to open their decodable to the story *Trish and the Dragon* on page 26. Tell children to put their finger under the first word in box 6. Tell children to read each word and follow with their finger when you snap your fingers. Repeat with boxes 7 to 11.



PRESENTATION

10 minutes

- Ask the children to open their text book:

Keynote pp. 26-27

New Primary p.40-42

Success English pp. 30-34

Progressive pp. 28-31

- Ask the children to find the word *Monday* and put their finger on it.
- Ask the children, *What do you do on Monday?*
- Help the children answer.

Example: *I go to school on Monday. I read on Monday. I play football on Monday,*

- Repeat the activity with Tuesday, Wednesday, Thursday, and Friday.



APPLICATION

15 minutes

Activity 1 Pass the Pencils (Whole Class)

- Distribute four pencils, one in each row.
- Ask the question: *What do you do on Monday?*
- Children begin passing the pencils around the classroom.
- Clap your hands.
- Children with the pencils hold them in the air and answer the question, for example, *I go to school on Monday; I read on Monday, I play on Monday.*
- Continue the game with other days of the week from Tuesday to Friday.

Activity 2 Do this if you hear /ing/

- Explain to the class you are going to say some words and they must listen carefully.
- Tell the class, when they hear /ing/ sound they must pretend they are singing. If they don't hear the /ing/ sound they must sit still.
- Say the following words slowly (allow time after each word for the children to complete the action): *sing, Monday, ring, Friday, morning, Tuesday, evening, running, Wednes- day, writing, jumping, Sunday.*



EVALUATION

5 minutes

- Ask the children to open their text book:

Keynote p. 27

New Primary p.41

Success English p. 32

Progressive p. 30

- Ask the children to do one of the exercises in their textbooks.

HOMEWORK



Children show a family member they know how to say what they do on Tuesday.



LESSON 3: DAYS OF THE WEEK

By the end of the lesson, pupils will be able to:

- Answer the question: What do you do on Saturday? Sunday?
- Identify the middle sounds in words.

Key content:

- What do you do on?
- I

Teaching Aids:

- Audio Lesson (E-P2-T2-W7-L3).
- Phone and speakers.

Teaching tip

It is difficult for children to hear or identify middle sounds. Before asking them to identify the middle sound, ask them what the beginning sound is, what the end sound is, and finally what the middle sound is.

BEFORE THE AUDIO PROGRAMME

Write the date on the board and read it with the children, say: Today is

DURING THE AUDIO PROGRAMME

song
wrong
long

a e i o u
drip
that
drum

AFTER THE AUDIO PROGRAMME

Activity 1 Pass the Pencil (Whole Class)

- Distribute four pencils, one in each row.
- Ask the question: *What do you do on Sunday?*
- Children begin passing the pencils around the classroom.
- Let the pencils circulate. Clap your hands.
- Children with the pencils hold them in the air and answer the question, for **example**: *I go to church on Sunday.*
- Continue the game asking what do you do on Saturday.



Activity 2 What letter is missing? (Whole class)

- Say the word *chip* one sound at a time: ch...i...p.
- Ask the children what sound is the beginning sound in ch...i...p? /ch/.
- Ask the children what sound is in the end sound in ch...i...p? /p/.
- Ask the children what sound is the middle in ch...i...p? /i/.
- Ask the children to 'help you' write the word *chip* by sounding out each sound and telling you what the letters make that sound. Repeat with the word: *clap*.

LESSON 4: DAYS OF THE WEEK

By the end of the lesson, pupils will be able to:

- Answer the question: *What do you do on Saturday/Sunday?*
- Identify the middle sounds in words.

Key content:

- What do you do on?
- I

Teaching Aids:

Daily Reader Story: *Trish and the Dragon*

WARM UP

5 minutes

- Children stand up and sing the *Days of the Week Song*.
- Write the date on the board, read it together. Start by saying: Today is..... Ask children to copy the date in their notebooks.

FLUENCY

5 minutes

Ask children to open their decodable to the story *Trish and the Dragon* on page 26. Tell children to put their finger under the first word in box one. Tell children to read the words with their partner. Repeat with boxes 2 to 11.



PRESENTATION

10 minutes

- Ask the children to open their text books.

Keynote pp. 26-27

Success English pp. 30-34

New Primary pp.40-42

Progressive pp. 28-31

- Ask the children to find the word *Saturday* and put their finger on it.
- Ask the children, *What do you do on Saturday?*
- Help the children answer. Example: *I go to the market on Saturday. I play with my friends on Saturday. I clean the house on Saturday.*
- Repeat the activity with Sunday. Example: *I go to church, I visit friends.*



APPLICATION

15 minutes

Activity 1 Pass the Pencil (Whole Class)

- Distribute four pencils, one in each row.
- Ask the question: *What do you do on Saturday?*
- Children begin passing the pencils around the classroom. Let the pencils circulate. Clap your hands.
- Children with the pencils hold them up in the air and answer the question, for example: *I play with my friends on Saturday.*
- Continue the game with Sunday.

Activity 2 What letter is missing (Whole class)

- Say the word *what*, one sound at a time: wh...a...t
- Ask the children what sound is the beginning sound in wh...a...t? /wh/
- Ask the children what sound is the end sound in wh...a...t? /t/
- Ask the children what sound is in the middle in wh...a...t? /a/
- Ask the children to 'help you' write the word *what* by sounding out each sound and telling you what the letters make that sound. Repeat with the word: *this*.



EVALUATION

5 minutes

- Ask the children to open their text books.
- Keynote pp. 27** **New Primary p. 41**
Success English p. 32 **Progressive p. 30**
- Ask the children to do one of the exercises in their textbooks.

HOMEWORK



Children show a family member they know how to say what they do on Sunday.



LESSON 5: DAYS OF THE WEEK

By the end of the lesson, pupils will be able to:

- Answer the question: What do you do on...?
- Identify the middle sound in words.

Key content:

- What day is today?
- Today is.....

Teaching Aids:

- Audio Lesson (E-P2-T2-W 7-L5).
- Phone and speakers.

Teaching tip

Involve the children every day in helping you write the date on the board.

BEFORE THE AUDIO PROGRAMME

Write the date on the board and read it together with the children, say *Today is....*

DURING THE AUDIO PROGRAMME

a e i o u
when
gladfrog







AFTER THE AUDIO PROGRAMME

Activity 1 Pass the Pencil (Whole Class)

- Distribute four pencils, one in each row.
- Ask the question: *What do you do on Saturday?*
- Children begin passing the pencils around the classroom. Let the pencils circulate.
- Clap your hands.
- Children with the pencils hold them in the air and answer the question. Example: *I go to visit my grandmother, I play games, I help my parents, etc.*
- Continue the game with Sunday.

Activity 2 Rhyme Time (Whole class)

- Show the children how to put their thumbs up if the two words rhyme and how to put their thumbs down if the two words do not rhyme. Say the following words (allow time after each set of words for the children to complete the action):

Big pig 
Monday Wednesday 
Truck trip 
Tap clap 
Book board 
Today Sunday 





LESSON 6: READING THE STORY - SING FOR THE KING

By the end of the lesson, pupils will be able to:

- Read the decodable story *Sing for the King* on page 27.
- Identify words with the digraph blends /ng/.
- Identify and read the sight words: *let us, you, want, this, he*.

Key content:

- Let us
- You
- Want
- This
- He

Teaching Aids:

- Daily Reader Story: *Sing for the King*
- Audio Lesson (E-P2-T2-W7-L6).
- Phone and Speakers.

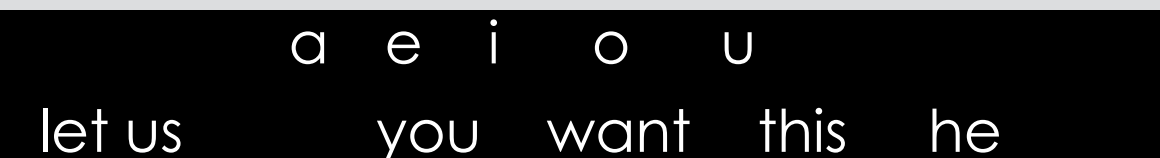
Teaching tip

Encourage children to read to younger siblings, friends, or other family members.

BEFORE THE AUDIO PROGRAMME

- Ask the children to help you write the date on the board, read it with the children and ask them to write it in their notebooks.
- Talk about the title page of the story *Sing for the King*. Have children make predictions what might happen in the story, basing on box 1.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in small groups.
- Give the groups names: the monkeys, the zebras, the rabbits and the elephants.
- Ask the children to retell the story to one another, and ask them to act out their parts.
- Ask a few groups to come to the front and re-tell the story in their own words.

Activity 2 Letter/ Sound Combinations

- Ask the children what two letters make the sound /ng/?
- Write the digraph /ng/ on the board.
- Ask the children to put a vowel in front of /ng/ and say the sounds ang, eng, ing, ong, ung.

Activity 3 Rhyming Dictation (Individual)

- Ask children to find the word *sing* in box 1, put their finger under it then ask them to point at the word *king* and ask them how they know it is *king*. Encourage them to sound out the letters.
- Ask children to write the word *ring* in their notebooks without looking at the book.
- Have children explain how they wrote the word and why.
- Repeat with the words: thing, bring.

LESSON 7: READING THE STORY - SING FOR THE KING

By the end of the lesson, pupils will be able to:

- Read the decodable story *Sing for the King* on page 32.
- Identify words with the consonant blends /tr/ and /dr/.
- Identify and read the words *let us*, *you*, *want*, *this*, *he*.

Key content:

- Let us
- You
- Want
- This
- He.

WARM UP

5 minutes

Ask the children to help write the date on the board, read it with the children and ask them to write it in their notebooks.

REVIEW

5 minutes

Ask the children to bring out their books and open to page 32 with the story *Sing for the King*. Give children 3 minutes to look at the story. Ask the children who remembers the title? (*Sing for the King*).

PRESENTATION

10 minutes

- Write the words: *he want, let us, this, you* on the board.
- Have the children read each word as you point to it.
- Play BUZZ with the words. Go as quickly as possible.

he want let's this
you

APPLICATION

15 minutes

Activity 1 Choral reading of *Sing for the King* (Whole class)

- Read box 1 of the story *Sing for the King*.
- Tell the children you will snap your fingers. Each time you snap your fingers they put their finger under the next word and read it to their partner. Repeat this for box 2 to 11.

Activity 2 Comprehension (Whole class)

- Ask children the following questions:
 - o What happened at the beginning? (The lion/ the king likes to sing).
 - o What does he tell the animals to bring? (to bring their things).
 - o What do the monkeys do? (They clap their hands).
 - o What animals have bells? (The Zebras).
 - o What do the elephants do? (They tap their feet).
 - o Ask children thinking questions requiring thinking e.g. Why are all the animals singing?

Activity 3 Pair reading (Pairs)

- Children take turns reading a page with their partner. When they finish, they start again and try to read a little faster.

Activity 4 Word search (Pairs)

- Write the letters *ng* on the board. Ask the children: What are the name of the letters and what sound do they make together. Ask the children to put their finger on the words that have /ng/ on the title page. How many are there? Can you read them? Ask children if they can find a word with /ng/ in boxes 2, 3, 4, 5, 6, 8, 9, 11 and read them.

EVALUATION

5 minutes

Model how to fill in the missing words to complete the sentences at the end. Ask children to copy the sentences at the end of the story in their notebooks, and fill in the blanks to make sentences






Children reread the sentences they copied into their notebooks to a family member.

WEEK 6 AND 7 ASSESSMENT TASKS

Ask children one by one to come to your table

Assessment task 1 – Days of the Week




Ask the child to tell you the 7 days of the week.

		
Did not say any day	Said less than 3 days correctly	Said 4 or more days correctly

Assessment task 2 – Read High Frequency words




Point to the words below and ask the child to read them.

sleep this want your like

		
Did not read any word correctly	Read 2 or less words correctly	Read 3 or more words correctly

Assessment task 3 – Read short sentences

Ask the child to bring his/her decodable book and open it to the story **Sing for the King**. Ask the child to read boxes 4, 9 and 10 and ask the child read box 7 backwards (*hands your clap*.)

		
Did not read any of the boxes correctly	Read 2 or less boxes correctly	Read 3 or more boxes correctly

Record student performances on the tasks like this:

Record student performances on the tasks like this:

[illegible]

Week 8 – Week at a glance – Days of the Week Decodable story: Books

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	What does he/she do on...? (Monday to Friday) He/ She...	What does he/she do on...? (Monday to Friday) He/ She...	What do he/she do on...? (Saturday and Sunday) He/ She...	What does he/she do on...? (Saturday and Sunday) He/ She...	What does he/she do on...? (Saturday and Sunday) He/ She...	Books!	Books!
New structures & vocabulary	He / she goes to school He / she plays games He / she goes to the market	He / she goes to school He / she plays games He / she goes to the mosque	He / she goes to the church / mosque He / she cleans the house He / she visits friends	He / she goes to the church / mosque He / she cleans the house He / she visits friends	He / she visit his / Her family He / she helps his / her parents	Book, school, look, cook, moon, choose	Book, school, look, cook, moon, choose
Letter study	Diagraph / oo/	Diagraph / oo/	Diagraph / oo/	Diagraph / oo/	Diagraph / oo/	Diagraph / oo/	Diagraph / oo/
Games	Pass the pencil Rhyme Time	Count the syllables Pass the pencil Rhyme Time Do this if you hear?	He / she Game What sound is in the middle, what letter is missing?	Pass the pencil What sound is in the middle, what letter is missing?	Rhyme Time What sound is in the middle, what letter is missing?	Buzz Find the word Elastic word	Buzz Find the word Elastic word Spell the word
Song, chant or rhyme	I/he / she chant		I/he / she Chant		I/he / she chant	Double oo	
Textbooks							
Keynote		pp. 26-27		pp. 26-27			
Success		pp. 30-34		pp. 30-34			
New Primary		pp. 40-42		pp. 40-42			
Progressive		pp. 28-31		pp. 28-31			



LESSON 1: WHAT DOES HE/ SHE DO ON.....?

By the end of the lesson, pupils will be able to:

- Answer the question: *What does he / she do? on..*
- Identify 2 words that rhyme

Key content:

- What does he/she do on...
- She /he goes to the market
- She /he goes to work
- She/he plays games
- She/he goes to school
- He/she goes to mosque.

Teaching Aids:

- Audio Lesson (E-P2-T2-W8-L1).
- Phone and speakers.

Teaching tip

Always make sure children put their finger under each word as they read. This helps them concentrate on reading one word at a time.

BEFORE THE AUDIO PROGRAMME

Write the date on the board and read it together with the children. Say: *Today is.....*

DURING THE AUDIO PROGRAMME

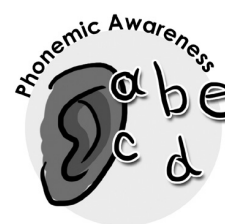
o o k b
o o k
c o o k

AFTER THE AUDIO PROGRAMME

Activity 1 Rhyme Time (Whole class)

- Show the children how to put their thumbs up if the two words rhyme and how to put their thumbs down if the two words do not rhyme.
- Say the following words (allow time after each set of words for the children to complete the action):

book cook 👍 school pool 👍
song sing 👎 tap tip 👎
big pig 👍 bring thing 👍



Activity 2 Pass the Pencil (Whole Class)

- Distribute four pencils.
- Ask the question: *What does your sister do on Wednesday?*
- Children begin passing the pencils around the classroom.
- Clap your hands.
- Children with the pencils hold them in the air and answer the question, for example, *She goes to school on Wednesday, she plays on Wednesday.*
- Continue the game with others members of the family and days of the week, for example, *What does your brother do on Friday?*

LESSON 2: WHAT DOES HE/SHE DO ON.....?

By the end of the lesson, pupils will be able to:

- Answer the question: What does he/she do on.....?
- Identify 2 words that rhyme.

Key content:

- What does he/ she do on...?-
- She /he goes to the market
- She /he goes to work
- She/he plays games
- She/he goes to school
- He/she goes to mosque

Teaching tip

Use context and picture clues to find out the meaning of difficult words.

WARM UP

5 minutes

Write the date on the board, read it together. Start by saying: *Today is*

FLUENCY

5 minutes

Ask children to open their decodable to the story **Sing for the King** on page 32. Tell children to put their finger under the first word in box 6. Tell children to read each word and follow with their finger when you snap you fingers. Repeat with boxes 7 to 11.



PRESENTATION

10 minutes

- Ask the children to open their text book and find the word *Wednesday* and put their finger on it. Ask the children: *What does your sister do on Wednesday?* And help them answer. **Example:** *She goes to school on Wednesday; she plays games on Wednesday, etc.*
- Repeat with brother and Friday. **Example:** What does What does your brother do on Friday *He goes to school on Friday.*

Keynote pp. 26-27

New Primary pp.40-42

Success English pp. 30-34

Progressive pp. 28-31



APPLICATION

15 minutes

Activity 1 Pass the Pencils (Whole Class)

- Distribute four pencils.
- Ask the question: *What does your sister do on Friday?*
- Let the pencils circulate then clap your hands.
- Children with the pencils hold them in the air and answer the question.
- Continue the game with other family members and days of the week from Monday to Friday. **Example:** *What does your brother do on Friday?*



Activity 2 Do this if you hear /oo/

- Explain to the class you are going to say some words and they must listen carefully.
- Tell the class, when they hear the /oo/ sound they must pretend they are looking through glasses. If they don't hear the /oo/ sound they must sit still.
- Say the following words slowly (allow time after each word for the children to complete the action): *book, green, school, potato, look, cook, teacher, moon, cool, grandfather, choose.*

EVALUATION

5 minutes

- Ask the children to open their text book.
Keynote p. 27 **New Primary p.41**
Success English p. 32 **Progressive p. 30**
- Ask the children to look at the pictures in the book and say what the characters are doing.



Children show a family member a picture in their textbook and say what the person is doing on which day.



LESSON 3: WHAT DOES HE/SHE DO ON.....?

By the end of the lesson, pupils will be able to:

- Answer the question: What does he/she do on Saturday/ Sunday?
- Identify the middle sounds in words.

Key content:

- What does he/she do on...?
- He /she visits friends
- He/she cleans the house
- He/she goes to church

Teaching Aids:

- Audio Lesson (E-P3-T2-W8-L2).
- Phone and speakers.

Teaching tip

Review the members of the family with the children and talk about what these people do at the weekends.

BEFORE THE AUDIO PROGRAMME

Write the date on the board and read it with the children, say: *Today is.....*

DURING THE AUDIO PROGRAMME

school
choose
moon
a e i o u
sing bang

AFTER THE AUDIO PROGRAMME

Activity 1: Pass the Pencil (Whole Class)

- Distribute four pencils, one in each row.
- Ask the question: *What does your aunt do on Sunday?*
- Children begin passing the pencils around the classroom.
- Let the pencils circulate. Clap your hands.
- Children with the pencils hold them in the air and answer the question, for example, *She goes to church on Sunday. She visits with friends on Sunday, etc.*
- Continue the game with another member of the family and Saturday.

Activity 2: What letter is missing? (Whole class)

- Say the word *thing* one sound at a time: th...i...ng.
- Ask the children what sound is the beginning sound in th...i...n...g? (th)
- Ask the children what sound is the end sound in th...i...n...g? (ng)
- Ask the children what sound is in the middle in th...i...ng? (i)
- Ask the children to 'help you' write the word *thing* by sounding out each sound and telling you what the letters make that sound. Repeat with the word: *bring*.



LESSON 4: DAYS OF THE WEEK

By the end of the lesson, pupils will be able to:

- Ask and answer the question: *What does he/she do on Saturday/Sunday?*
- Identify the middle sounds in words..

Key content:

- He /she visits friends
- He/she cleans the house
- He/she goes to church

Teaching Aids:

Daily Reader Story: *Sing for the King*

WARM UP

5 minutes

Write the date on the board, read it together. Start by saying: *Today is.....* Ask children to copy the date in their own notebook.

FLUENCY

5 minutes

Ask children to open their decodable to the story *Sing for the King* on page 27. Tell children to put their finger under the first word in box one. Tell children to read the words with their partner. Repeat with boxes 2 to 11.



PRESENTATION

10 minutes

- Ask the children to open their text book.

Keynote pp. 26-27

Success English pp. 30-34

New Primary p.40-42

Progressive pp. 28-31

- Ask the children to find the word Sunday and put their finger on it.
- Ask the children: *What does your grandfather do on Saturday?* help them answer. Example: *He goes to the market on Saturday.*
- Repeat the activity with: *What does your mother do on Sunday?* and such answers such as: *She goes to church on Sunday, she visit friends on Sunday etc.*



APPLICATION

15 minutes

Activity 1 Pass the Pencil (Whole Class)

- Distribute four pencils, one in each row.
- Ask the question: *What does your aunt do on Sunday?*
- Children begin passing the pencils around the classroom. Let the pencils circulate.
- Clap your hands.
- Children with the pencils hold them in the air and answer the question. Example: *She goes to church on Sunday, she visits my mother on Sunday, and she plays with me on Sunday.*
- Continue the game asking: *What does your brother do on Saturday?*

Activity 2 What letter is missing (Whole class)

- Say the word ring one sound at a time r...i...ng.
- Ask the children what sound is the beginning sound in r...i...ng? /r/.
- Ask the children what sound is in the end sound in r...i...ng /ng/.
- Ask the children what sound is in the middle in r...i...ng? /i/.
- Ask the children to 'help you' write the word *ring* by sounding out each sound and telling you what the letters make that sound. Repeat with the word: sh..o..p.



EVALUATION

5 minutes

Look at the pictures in the book and say what the characters are doing on which day. Example: He / she is playing on Monday.

Keynote p. 27

Success English p. 32

New Primary p. 41

Progressive p. 30

HOMEWORK

Children show a family member a picture in their text book and say what the person is doing on which day.





LESSON 5: WHAT DOES YOUR.... DO ON.....?

By the end of the lesson, pupils will be able to:

- Answer the question: What does he/ she... do on...?
- Identify the middle sound in words.

Key content:

- What does he/she... do on?
- He/ she helps his/her parents
- His/her

Teaching Aids:

- Audio Lesson (E-P2-T2-W8-L5).
- Phone and speakers.

Teaching tip

Make sure the children copy the date from the board and practice reading it aloud.

BEFORE THE AUDIO PROGRAMME

Write the date on the board and read it together with the children, say: Today is....

DURING THE AUDIO PROGRAMME

a e i o u
ship fish dish
look book cook





AFTER THE AUDIO PROGRAMME

Activity 1 Pass the Pencil (Whole Class)

- Distribute four pencils, one in each row.
- Ask the question: *What does your sister do on Saturday?*
- Children begin passing the pencils around the classroom. Let the pencils circulate.
- Clap your hands.
- Children with the pencils hold them in the air and answer the question. Example: *She goes to visit my grandmother, She plays games, She helps her parents, etc.*
- Continue the game with *your brother* and *Sunday*.

Activity 2 Rhyme Time (Whole class)

Show the children how to put their thumbs up if the two words rhyme and how to put their thumbs down if the two words do not rhyme. Say the following words (allow time after each set of words for the children to complete the action):

fish dish  car far  see look  red said 

pencil pan 

see me 



LESSON 6: READING THE STORY - BOOKS

By the end of the lesson pupils will be able to:

- Read the decodable story *Books*.
- Identify words with the double vowel /oo/.
- Identify and read the sight words: *read, many, all, look, at*.

Key content:

- Words with /oo/
- Read
- Many
- Want
- Like
- Choose
- Moon
- Cook

Teaching Aids:

- Daily Reader Story: *Books*
- Audio Lesson (E-P2-T2-W8-L5).
- Phone and speakers.

Teaching tip

Play games with children to make them practice finding words in previous stories: ask them to turn to a page /box and ask them to find a certain word on that page /box and put their finger on it.

BEFORE THE AUDIO PROGRAMME

- Write the date on the board, read it with the children and ask them to write it in their notebooks.
- Talk about the title page of the story **Books**. Have children make predictions about what might happen in the story, basing on the title page.

DURING THE AUDIO PROGRAMME

oo

look book cook

read many all look at

AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in pairs.
- Ask the children to retell the story in their own words to their partner.
- Ask a few pairs to come to the front and re-tell the story in their own words.



LESSON 7: READING THE STORY: BOOKS

By the end of the lesson, pupils will be able to:
Read the decodable story Books.

Key content:
Words that contain /oo/.

WARM UP

5 minutes

Ask the children to bring out their books and open to the story **Books**. Give children 3 minutes to look at the story with a friend.

REVIEW

5 minutes

- Ask children what two letters make the sound /oo/ as in *school*?
- Write the vowels oo on the board. Write the consonant l after oo and say the sounds /ool/. Ask the children to repeat *school*.
- Write the consonant N after /oo/ and ask children to repeat the words *moon* and *spoon*.
- Write the consonant k after /oo/ and point out that the sound is different than the sound is oak. Ask the children to repeat the words *look* and *book*.

ool

oon

ook

PRESENTATION

10 minutes

- Write 5 words on the board *at, look, many, all, read*. Point at each one and read it.
- Point at different words and ask children to read them. Go faster and faster, make it fun.

APPLICATION

15 minutes

Activity 1 Choral reading of books

- Read box 1 of the story **Books!** Tell the children each time you snap your fingers they put their finger under the next word and read it to their partner.
- Repeat this for boxes 2 to 10.

Activity 2 - Comprehension (whole class)

- Ask children to find the word *school* in box 3, put their finger under it and ask them how they know it is *school*. Ask them what school means.
- Repeat with: *look* – Box 5, *cook* – Box 7, *moon* – box 8, choose box 9.
- Ask children comprehension questions and reinforce their answers: *What does the boy want? Where does the boy go? What does the boy find there? What books are there? What does the boy do?*
- Ask thinking questions e.g. do you like books? What kind of books do you like? What is your favourite book? Where do you see books? Are there books in your school?

Activity 3 Word or letter search

- Write the word *book* on the board. Show how to elongate each sound to encode b...oo...k.
- Ask children to try to spell, *look* without looking in their book. Encourage children to say the word aloud to try to hear the sounds to spell it. Write the word *school*. Show how to elongate each sound to spell sch...oo...l. Ask children to try to spell *cool*.

EVALUATION

5 minutes

- Ask children to individually read the extra words at the end of their decodable. Circulate and help children sound out the words. Review correct answers with children.
- Model how to fill in the missing words to complete the sentences and words at the end. Ask children to copy the words and the 4 sentences in their notebooks.

HOMEWORK



Ask children to reread the 4 sentences they copied into their notebooks to a family

Week 9 – Week at a glance – Months of the Year Decodable story: Ants in my Pants

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	January, February, March, April, May, June	January, February, March, April, May, June	What do we do in....? (months of the year) We....	What do we do on....? (months of the year) We....	What do we do on....? (months of the year) We....	Ants in my Pants	Ants in my Pants
New structures					<ul style="list-style-type: none"> We help our parents We visit our family 		
Letter study	• Consonant blends /bl/ and /cl/	• Consonant blends /bl/ and /cl/	• Consonant blends /fl/ and /pl/	• Consonant blends /fl/ and /pl/	• Consonant blends /bl/ and /pl/	• Consonant blends /bl/ and /cl/ /fl/ and /pl/	• Consonant blends /bl/ and /cl/ /fl/ and /pl/
Games	Which words rhyme?	Team Game	Which words rhyme?	Team Game	Take away a syllable Count the Syllable	Buzz Find the word Elastic word	Buzz Find the word Elastic word Spell the word
Song, chant or rhyme	Months of the year		Months of the year		I/he/she/we chant		
Textbooks							
Keynote English	p. 26	p. 26	p. 26	p. 26	p. 26		
Success	p. 34	pp.34	p.34	p.34	p.34		
New Primary	p. 42	p. 42	p. 42	p. 42	p. 42		
New Progressive	----	----	----	----	----		



LESSON 1: MONTHS OF THE YEAR

By the end of the lesson, pupils will be able to:

- Say the first six months of the year.
- Ask and answer the question: *What do you do in.... January/ February/March/ April/May/ June.*
- Identify words that rhyme.

Key content:

- What do you do in....?
- January
- February
- March
- April
- May
- June

Teaching Aids:

- Audio Lesson (E-P2-T2-W9-L1).
- Phone and speakers.

Teaching tip

Make children exaggerate sounds when practicing consonant blends with /bl/ and /cl/. Make sure the children can see your mouth as your tongue touches the top of your mouth to make the /l/ sound.

BEFORE THE AUDIO PROGRAMME

Write the date on the board, read it together with the children, say: Today is.....

DURING THE AUDIO PROGRAMME

black class
blue clock
blow clap

AFTER THE AUDIO PROGRAMME

Activity 1 Which two words rhyme? (Whole class)

- Tell the children you will say three words and they have to say which two words rhyme:
- Say the words:
 - Frog, Dog, Cat
 - Fun, See, Sun
 - Room, Book, Look
 - Grass, Class, Run
 - See, Have, Me

Activity 2 What do you do? (Pairs)

- Put the children in A-B pairs.
- Ask the children what do you do on Monday?
- Ask pairs to formulate an answer together that begins with: We... example: *We go to school on Monday; we read on Monday, we play on Monday.*
- Ask one or two pairs to share their answers.
- Continue the game with other days from Tuesday to Friday and choose different pairs to answer.



LESSON 2: MONTHS OF THE YEAR

By the end of the lesson, pupils will be able to:

- Say the first six months of the year.
- Ask and answer the question: *What do you do in.... January/ February/ March/April/May/ June.*
- Identify words that rhyme.

Key content:

- What do you do in....?
- January
- February
- March
- April
- May
- June

WARM UP

5 minutes

Write the date on the board, read it together. Start by saying: *Today is....* Ask children to copy the date in their notebook.

REVIEW

5 minutes

Ask children to open their decodable to the story *Books*. Tell children to put their finger under the first word in box 6. Tell children to read each word and follow with their finger when you snap your fingers. Repeat with boxes 7 to 10.

PRESENTATION

10 minutes

- Ask the children if they know how many months there are in a year.
- Tell them there are 12 months in English as well.
- Teach them the first six months: January, February, March, April, May, June.

APPLICATION

15 minutes

Activity 1 Months of the year (Pairs)

- Sing the Months of the Year song with the class.
- Ask the children to repeat after you each month from January to June.
- In pairs ask the children to say the first six months of the year each child saying a month.

Activity 2 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come to the board. Tell the children that you will say a word and they must write the 2 letters at the beginning of the word. For example: blow = /bl./ All children write in their exercise books and the two children at the front write on the board. The first child to write the correct 2 letters wins a point for his/her team.
- Say the word: Clap three times. The correct answer is cl. Give a point to the winning team and choose two new children to come to the front. Continue playing the game with the words: blue /bl/, clock /cl/, class /cl/ and black /bl/.

EVALUATION

5 minutes

Ask the children to stand up and sing *The Months of the Year* song.

HOMEWORK

Children show a family member how to say the first six months of the year





LESSON 3: MONTHS OF THE YEAR

By the end of the lesson, pupils will be able to:

- Answer the question: What do you do in.....? July/August/ September/ October/ November/ December?
- Identify words that rhyme

Key content:

- What do you do in....?
- July
- August
- September
- October
- November
- December.

Teaching Aids:

- Audio Lesson (E-P3-T2-W9-L3).
- Phone, speakers.

Teaching tip

Review the activities children and families do on Saturday and Sunday and help children say them in English.

BEFORE THE AUDIO PROGRAMME

Write the date on the board and read it with the children. Say: *Today is.....*

DURING THE AUDIO PROGRAMME

flag
floor
flat
play
plant
please

AFTER THE AUDIO PROGRAMME

Activity 1 What do you do? (Pairs)

- Put the children in A-B pairs. Ask children: *What do you do in January?*
- Ask pairs to formulate an answer together that begins with *we...* for example: *We go to school in January.* Ask one or two pairs to share their answers. Continue the game with Saturday and choose different pairs to answer.

Activity 2 Which two words rhyme? (Whole class)

- Tell the children you will say three words and they have to say which two words rhyme
- Say the words:
 - Red, Bed, See
 - Door, Up, Floor
 - In, Flag, Bag
 - Sock, Clock, Down
 - Ring, Tap, Sing



LESSON 4: MONTHS OF THE YEAR

By the end of the lesson, pupils will be able to:

- Answer the question: *What do you do on.....?* and *Answer... We...*
- Identify the middle sound in a word.

Key content:

- What do you do in?
- We...

WARM UP

5 minutes

Write the date on the board, read it together with children. Start by saying: *Today is.....* Ask children to copy the date in their notebook.

FLUENCY

5 minutes

Ask children to open their decodable to the story *Books*. Tell children to put their finger under the first word in box one. Tell children to read the words with their partner. Repeat with boxes 2 to 10.



PRESENTATION

10 minutes

- Ask the children to open their text books:

Keynote p. 26

New Primary p.42

Success English p. 34

Progressive -

- Ask the children to find the word Saturday and put their finger on it.
- Ask the children, *What do you do in February?* Help them answer with *We...*
- Explain to the children that the word *we* is used when speaking about yourself and other people together.
- Repeat the activity with the other months of the year.



APPLICATION

15 minutes

Activity 1: What do you do? (Pairs)

- Put the children in A B pairs. Ask children: *What do you do in March?*
- Ask pairs to formulate an answer together that begins with *we...* Ask one or two pairs to share their answers. Continue the game with other months of the year and choose different pairs to answer.



Activity 2: Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come to the board. Tell the children that you will say a word and they must write the 2 letters at the beginning of the word. For example: play = /pl/. All children write in their exercise books and the two children at the front write on the board. The first child to write the correct 2 letters wins a point for his/her team.
- Say the word: *Flag* three times. The correct answer is fl, give a point to the winning team and choose two new children to come to the front. Continue playing the game with the words: floor /fl/, plant /pl/, please /pl/, flat /fl/.

EVALUATION

5 minutes

- Look at the pictures in the book and try to say a sentence beginning with *we* for each picture.

Keynote p. 27

New Primary p. 41

Success English p. 32

Progressive p. 30

HOMEWORK

Children show a sibling a picture in their text book and say a sentence beginning with *we*.





LESSON 5: MONTHS OF THE YEAR

By the end of the lesson, pupils will be able to:

- Answer the question: What do you do on.....? And answer *We...*
- Identify the middle sound in words..

Key content:

- What do you do in...?
- We...

Teaching Aids:

- Audio Lesson (E-P2-T2-W9-L5).
- Phone and speakers.

Teaching tip:

Ask children every day, what day is it today?

WARM UP

Write the date on the board and read it together with the children, say: *Today is....*

DURING THE AUDIO PROGRAMME

a e i o u

grass

hop

sing

AFTER THE AUDIO PROGRAMME

Activity 1 Pass the Pencil (Whole Class)

- Distribute four pencils.
- Ask the question: *What do you do in April?*
- Children begin passing the pencils around the classroom. Let the pencils circulate.
- Clap your hands.
- Children with the pencils hold them in the air and answer the question. Example: *We visit our family in April.*
- Continue the game with other months of the year.

Activity 2 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come to the board. Tell the children that you will say a word and they must write the 2 letters at the beginning of the word. For example: floor = /fl/. All children write in their exercise books and the two children at the front write on the board. The first child to write the correct 2 letters wins a point for his/her team.
- Say the word: *clock* three times. The correct answer is /cl/. Give a point to the winning team and choose two new children to come to the front. Continue playing the game with the words: blue (bl), flag (fl), plant (pl) and class (cl).





LESSON 6: READING THE STORY - ANTS IN MY PANTS

By the end of the lesson, pupils will be able to:
Read the decodable story *Ants in my Pants*.

Key content:

Words with consonant blends bl, cl, fl and pl.

Teaching Aids:

- Daily Reader: *What Did You Do Today?*
- Audio Lesson (E-P2-T2-W9-L6).
- Phone and speaker.

Teaching tip

Play games with children to make them practice finding words in previous stories: ask them to turn to a page /box and ask them to find a certain word on that page /box and put their finger on it.

BEFORE THE AUDIO PROGRAMME

- Write the date on the board, read it with the children and ask them to write it in their notebooks.
- Talk about the title page of the story *Ants in my Pants*. Have children make predictions about what might happen in the story, basing on the title page.

DURING THE AUDIO PROGRAMME

a e i o u

bl cl fl pl

red black see l o

AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in pairs.
- Ask the children to re-tell the story in their own words to their partners.
- Ask a few pairs to come to the front and re-tell the story in their own words.
- Encourage children to use English words whenever possible, especially the words from the story such as floor, door, class, glass, flag, bag, clock, sock etc.



LESSON 7: READING THE STORY - ANTS IN MY PANTS

By the end of the lesson, pupils will be able to:
Read the decodable story *Ants in my Pants*.

Key content:
Words with consonant blends bl, cl, fl and pl

WARM UP

5 minutes

Give children 3 to 5 minutes to look at the story *Ants in My Pants*. Tell the children you will reread the story. Ask: Who remembers the story? What animal is in the story? (ants) What kind of ants? (red & black) Ask children to say and point to where the ants? (on the floor, etc.)

REVIEW

5 minutes

- Ask children what two letters make the sound /bl/ as in black?
- Write the letters bl on the board. Write the vowel a after l and say the sounds /bla/.
- Ask the children to repeat the words: black.
- Write the consonants cl and the vowel o and say the sounds /clo/ and ask children to repeat the word: *clock*.
- Write the consonant fl followed by a and say the sounds /fla/ and repeat the word: flag. Write the consonants pl followed by a and ask children to repeat say the sound /pal/ and repeat the word: plant.

PRESENTATION

10 minutes

- Write 5 words on the board *on, see, black, my, red*.
- Point to a different word and ask children to say it. Go faster and faster.

APPLICATION

15 minutes

Activity 1 Choral reading of *Ants in my Pants*

- Read box 1 of the story *Ants in my Pants*. Tell the children to put their finger under the title and read the word.
- Read box 2 and tell the children you will snap your fingers: each time you snap your fingers they put their finger under the next word and read it to their partner.
- Repeat this for box 3 to 13.

Activity 2 Comprehension (whole class)

- Ask children to find the word *class* in box 6, put their finger under it then and ask them how they know it is class.
- Encourage them to sound out the letters. Ask them what *class* means.
- Repeat with *glass* – Box 7, *clock* – Box 10, *sock* – Box 11, *plants* – Box 12.

Activity 3 Word search

- Point to the letters cl on the board, and ask what are the names of the letters? and What sounds do they make together?
- Ask children to put their finger on the word that has cl in box 6. *Can you read it?*
- Ask children if they find a word with cl in box 10 and ask them to read it.
- Ask the children to count how many times we see the words: the, ant, see.

Activity 4 Transferring reading to counting

- Write the word 'bag' on the board. Show how to elongate each sound to encode: b...a...g.
- Ask children to try to spell, 'flag' without looking at the words in their books. Write the word ant. Show how to elongate each sound to encode: a...n...t. Ask children to try to spell, *plant* without looking at their text. Repeat with the words: class, glass.

EVALUATION

5 minutes

Ask children to individually read the blends and sight words at the end of the story. Review correct answers. Then children complete the sentences in their notebooks.

HOMEWORK






Ask children to reread the sentences they copied into their notebooks to a family member.

WEEK 8 AND 9 ASSESSMENT TASKS

Ask children one by one to come to your table

Assessment task 1 – Say the Months of the year




Ask the child to tell you the 12 months of the year

		
Did not say any month correctly	Said 6 or less months correctly	Said 7 or more months correctly

Assessment task 2 – Read High Frequency words




Point at the words below and ask the child to read them.

Boy now goes he has

		
Did not read any word correctly	Read 2 or less words correctly	Read 3 or more words correctly

Assessment task 3 – Read short sentences

Ask the child to bring his/her decodable book and open it to the story of **Ants in My Pants**. Ask the child to read boxes 4, 6, 9 and 11.

		
Did not read any of the boxes correctly	Read 2 or less boxes correctly	Read 3 or more boxes correctly

WEEKS 8 AND 9 ASSESSMENT TASK RECORD

Record student performances on the tasks like this:

[illegible]

Term 3

Term 3 Week 2 – Week at a glance – Objects in the home Decodable story: Stan and the Skunk

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Objects in the home	Objects in the home	Objects in the home	Objects in the home	Objects in the home	Stan and the Skunk	Stan and the Skunk
New structures & vocabulary	<ul style="list-style-type: none"> Review: What is this? This is a ... House, plate, cup, bowl 	<ul style="list-style-type: none"> Review: What is this? This is a ... House, plate, cup, bowl 	<ul style="list-style-type: none"> Review: What is this? This is a ... Cupboard, table, chair, bed 	<ul style="list-style-type: none"> Review: What is this? This is a ... Cupboard, table, chair, bed 	<ul style="list-style-type: none"> Review: What is this? This is a ... Pot, fork, mat, eat, cook 	<ul style="list-style-type: none"> Stan, skunk, small, swim, stuck, smell, stink 	<ul style="list-style-type: none"> Stan, skunk, small, swim, stuck, smell, stink
Letter study	<ul style="list-style-type: none"> consonant blend /st/ and /sk/ 	<ul style="list-style-type: none"> Consonant blends /st/ and /sk/ 	<ul style="list-style-type: none"> Consonant blends /sw/ and /sm/ 	<ul style="list-style-type: none"> Consonant blends /sw/ and /sm/ 	<ul style="list-style-type: none"> Consonant blends /sp/ 	<ul style="list-style-type: none"> /st/, /sk/, /sw/, /sm/, /sp/ 	<ul style="list-style-type: none"> /st/, /sk/, /sw/, /sm/, /sp/
Games	Take away a sound	Team game	Take away a sound	Team game	What letters are missing?	Buzz Find the word Elastic word	Buzz Find the word Elastic word Spell the word
Song, chant or rhyme	What class are you in? How old are you? chant		Where do you live? Where do you come from? Chants		In my house		
Textbooks							
Keynote English		p. 31		p. 31			
Success		pp. 36, 37		pp. 36, 37			
New Primary		pp.47, 49, 50, 51		pp. 47, 49, 50, 51			
New Progressive		pp.32, 33		pp. 32, 33			

LESSON 1: WHAT IS THIS?

By the end of the lesson, pupils will be able to:

- Answer the questions: What is this?
- Identify household objects.
- Identify words that end with the sound /sk/ or /st/.

Key content:

- What is this?
- A cup, a plate, a bowl

Teaching Aids:

- Plate, cup, bowl.
- Audio Lesson (E-P2-T3-W2-L1).
- Phone and speakers.

Teaching tip

Whenever possible, use concrete objects to teach the vocabulary of objects in the home.

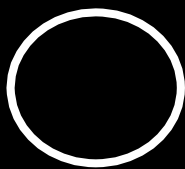
BEFORE THE AUDIO PROGRAMME

Play a game of *Show me ...* with classroom objects.

DURING THE AUDIO PROGRAMME



cup



plate



bowl

house

stans
stink
stuck

kunk
skirt
skip

AFTER THE AUDIO PROGRAMME

Activity 1 Do this if you hear /st/ (Whole class)

- Tell the class, when they hear /st/ sound they must pinch their nose (as if some- thing stinks). If they don't hear the /st/ sound they must sit still.
- Say the following words slowly (allow time after each word for the children to complete the action): *stuck, February, teacher, stop, stick, trousers, step, star, cup, start.*

Activity 2 What is this? (Whole class)

- Show the class an object (or a picture of an object) from home and ask: *What is this?* And have the children answer: *This is a*
- Ask a child to come to the front to choose an object and ask his/her classmates: *What is this?* And the classmates answer: *This is a ...*
- Repeat several times asking different children to come to the front.



LESSON 2: HOW MANY MONTHS ARE IN A YEAR?

By the end of the lesson, pupils will be able to:

- Answer the question: What is this?
- Identify household objects.
- Review words that begin with the sound /sn/ or /pl/.

Key content:

What is this?

Teaching Aids:

Plate, cup, bowl

WARM UP

5 minutes

Play the game *Point to ...* with classroom objects.

PRESENTATION

15 minutes

- Show the class an object from home (a plate, a cup or a bowl), tell them the word and have them repeat the word several times.
- Show them an object and ask: *What is this?* And have the children answer: *This is a ...*

APPLICATION

15 minutes

Activity 1 What is this? (Whole class)

- Play the game *what is this?* Hold up an object and say: *What is this?* The first child to answer correctly goes up front and holds up an object and says: *What is this?*

Activity 2 Point at a (Whole class)

- Put the children in A B pairs. Ask children A to tell their partner: *Point at a ...* and name an object that is pictured in their textbook (a plate, a cup or a bowl).
- After a few minutes change roles, circulate and help the children.

Activity 3 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil.
- Divide the class into two teams and choose a child from each team to come to the board. Tell the children that you will say a word and they must write the 2 letters at the beginning of the word, for example: *stop*. All children write in their exercise books and the two children at the front write on the board. The first child to write the correct 2 letters (s t) wins a point for his/her team.
- Say the word *Skirt* three times. The correct answer is sk, give a point at the winning team and choose two new children to come to the front. Continue playing the game with the words: snap (sn), small (sm), swim (sw), stick, (st).

EVALUATION

5 minutes

Review the names of the objects: Show each one and ask: *What is this?* And have the class say: *This is a* and the name of the object.

HOMEWORK



Children show a family member how to say the names of the objects (a plate, a cup or a bowl).



LESSON 3: WHAT IS THIS?

By the end of the lesson, pupils will be able to:

- Answer the question: *What is this?*
- Identify the words that begin with the sound /sm/ or /sw/

Key content:

- What is this?
- This is a

Teaching Aids:

- Pictures of a bed and a cupboard.
- Audio Lesson (E-P2-T3-W2-L3).
- Phone and speakers.

Teaching tip

Ask children to draw and write the new word, this can help them to remember new words like: *bed, chair, etc.*

BEFORE THE AUDIO PROGRAMME

Play the game *Point at* with objects from lesson 1 and 2. Use a pan, pot, plate, bowl, cup, fork, knife, spoon.

DURING THE AUDIO PROGRAMME

chair bed cupboard table

swims mall

sweet smell

swing smile

AFTER THE AUDIO PROGRAMME

Activity 1 What is this? (Whole class) m a l l s m e l l s m i l e

- Point at a drawing of an object from home and ask: *What is this?* And have the children answer: *This is a*
- Ask a child to the front to point at an object and ask his/her classmate: *What is this?* And the classmates answer: *This is a* Repeat several times asking different children to the front.

Activity 2 Do this if you hear /sw/ and /sm/ (Whole class)

- Tell the class, when they hear /sw/ sound they must pretend they are swimming. If they don't hear the /sw/ sound they must sit still.
- Say the following words slowly (allow time after each word for the children to complete the action): *crack, peck, swim, sweet, duck, skunk, swing, sweater, teacher, swell, sweat.*
- Repeat the activity with /sm/. Ask the children to pretend to smell something when they hear the /sm/ sound.
- Say the following words slowly (allow time after each word for the children to complete the action): *smell, peck, skunk, March, Stan, smile, smart, class, small.*



LESSON 4: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Answer the question What is this?
- Identify words that begin with the sound / sm/ or / sw/

Key content:

- What is this?
- This is a

Teaching Aids:

Drawings of a cupboard and a bed

WARM UP

5 minutes

Play the game *Point to* with objects from lesson 1 and 2: *plate, bowl, cup, spoon*.

PRESENTATION

15 minutes

- Point to a table and tell the children the word and have them repeat the word several times. Repeat with a chair.
- Show the class a drawing of a bed and tell them the word and have them repeat the word several times. Do this with the drawings of the cupboard..

APPLICATION

15 minutes

Activity 1 What is this? (Whole class)

- Point to an object or drawing of an object from home and ask: *What is this?* And have the children answer: *This is a*
- Ask a child to the front to point to an object (or drawing) and ask his/her classmate: *What is this?* And the classmates answer: *This is a* Repeat several times asking different children to the front.

Activity 2 Point to a (Whole class)

Keynote English p.31

Success pp. 36,37

New Primary pp. 47,49,50, 51

New Progressive pp. 32-33

- Put the children in A B pairs. Ask children A to tell their partner: *Point to a ...* and name an object that is pictured in their textbook.
- After a few minutes change roles, circulate and help the children.

Activity 3 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come to the board. Tell the children that you will say a word and they must write the word. All children write in their exercise books and the two children at the front write on the board. The first child to write correctly the beginning 2 letters wins a point for his/her team.
- Say the word: *stop* three times, give a point to the winning team and choose two new children to come to the front.
- Continue playing the game with the words: *swim, stuck, spot*.

EVALUATION

5 minutes

Review the names of the objects: point to each one and have the class say the name of the object.

HOMEWORK



Children show a family member how to say the names of the objects.

Note for the next lesson: You will need pictures or real objects of the following:

pot, plate, cup, bowl, spoon, fork, cupboard, table, chair, bed and a mat



LESSON 5: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:
Name common objects found in the home.

Key content:

- I sit on a chair.
- I sleep on a bed.
- I stand on a mat.
- I eat with a fork.
- I cook with a pot.

Teaching Aids:

- Audio lesson (E-P3-T3-W2-L5).
- Phone and speakers.

Teaching tip

Play games with missing letters on words written on the board. This helps children develop more accurate spelling.

BEFORE THE AUDIO PROGRAMME

Play the game *Point to ...* with objects or drawing of objects from the home.

DURING THE AUDIO PROGRAMME

		
mat	fork	pot
I sit on a chair		I sleep on a bed.
I stand on a mat		I eat with a fork.
	I cook with a pot	
	s p e a k	- - i m
	s p e l l	_ _ u c k
	s p o t	_ _ a l l

AFTER THE AUDIO PROGRAMME

Activity 1 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come to the board.
- Tell the children that you will say the name of a household object and they must draw a picture of it. All children draw in their exercise books and the two children at the front draw on the board. The first child to draw the object correctly wins a point for his/her team.

Activity 2 Complete the word (Pairs)

- Ask the children to bring out their notebooks. Tell them you will write words on the board with missing letters and they will fill in the missing letters with their partners. Write on the board:

_ _ ell bri _ _
c _ me _ _ unk

- Say each word twice: *spell, bring, come, skunk*.

_ _ ell
bri _ _
c _ me
_ _ unk



LESSON 6: READING THE STORY - STAN AND THE SKUNK

By the end of the lesson, pupils will be able to:
Read the leveled text Stan and the Skunk..

Key content:
Words beginning with the consonant blends
st, sk, sw, sp and sm

Teaching Aids:

- Daily Reader: *Stan and the Skunk*.
- Audio Lesson (E-P3-T3-W2-L6).
- Phone and speakers.

Teaching tip

Play games with children to make them practice finding words in previous stories: ask them to turn to a page /box and ask them to find a certain word on that page /box and put their finger on it.

BEFORE THE AUDIO PROGRAMME

Play the game: *What is the missing letter?* with the children, using words from the story.

DURING THE AUDIO PROGRAMME

sk sw st sm
boy goes now he has

AFTER THE AUDIO PROGRAMME

Activity 1: Re-tell the story (Groups)

- Put the children into groups of four
- Ask the children to recreate the story on their own in groups of four
- Ask one partner to mime what the boy is doing, one to mime the skunk, the other to mime the mother and the fourth to tell the story.
- Ask a few groups to come to the front and show the story in their own words and actions.



LESSON 7: READING THE STORY - STAN AND THE SKUNK

By the end of the lesson, pupils will be able to:

Read the decodable story *Stan and the Skunk*.

Content:

Words beginning with the consonant blends st, sk, sw, sp and sm

Teaching Aids:

Daily Reader: *Stan and the Skunk*.

WARM UP

5 minutes

Play the game: *What is this?* With objects or drawing of objects from home.

REVIEW

10 minutes

Ask the children to bring out their books and open on the page with the story *Stan and the Skunk*. Give children 3 to 5 minutes to look at the story. Ask the children the following questions: Who remembers the title? (*Stan and the Skunk*). What animal is in the story? (a skunk) What does Stan do? (swim, he helps the skunk, he takes the skunk home).

PRESENTATION

10 minutes

- Write the words *has, goes, now, he, boy* on the board.
- Play BUZZ with the words. Go as quickly as possible.

has goes now he boy

APPLICATION

15 minutes

Activity 1 Reading of *Stan and the Skunk* (Whole class)

- Read box 1 of the story *Stan and the Skunk*, tell the children to put their finger under the title and read each word.
- Read box 2 and tell the children you will snap your fingers: each time you snap your finger they put their finger under the next word and read it to their partners. Repeat this for box 3 to 11.



Activity 2 Comprehension (Whole class)

- Ask children the following questions:
- What does Stan do? (Swim). What does Stan see? (A skunk).
- What is a skunk? What is the matter with the skunk? (it is stuck).
- What happens next? (stan helps the skunk). Where does Stan bring the skunk? (Home).
- What does mum ask? (What stinks?).
- Would you bring a skunk home? Why? Why not?

Activity 3 Pair reading (Pairs)

- Children take turns reading a page with their partner. When they finish, they start again and try to read a little faster.

Activity 4 Word search (Pairs)

- Write the letters sm on the board, and ask children the names of the letters and what sounds they make together. Ask children to find the word *swim* in box 3, put their finger under it and ask them how they know it is *swim*. Encourage them to sound out the letters. Ask them what *swim* means.
- Repeat with *stuck* – Box 5, *smell* – Box 9, *stinks* – Box 11.
- Ask the children if they can count how many times they see the words: *boy, now*.

Week 3 – Week at a glance – Objects in the home Decodable story: Snake and Ape

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	The size of objects	The size of objects	The size of objects	The size of objects	Review, read and write	Review, read and write	Review, read and write
New structures & vocabulary	<ul style="list-style-type: none"> Is it big or small? 	<ul style="list-style-type: none"> Is it big or small? 	<ul style="list-style-type: none"> What is this? It is a small spoon 	<ul style="list-style-type: none"> What is this? It is a small spoon 	<ul style="list-style-type: none"> Opposites big/small 	<ul style="list-style-type: none"> snake, cake, make, take, plate, gate, late 	<ul style="list-style-type: none"> snake, cake, make, take, plate, gate, late
Letter study	<ul style="list-style-type: none"> Long a with marker e (focus on -ate rhyme) 	<ul style="list-style-type: none"> Long a with marker e (focus on -ate rhyme) 	<ul style="list-style-type: none"> Long a with marker e 	<ul style="list-style-type: none"> Long a with marker e 	<ul style="list-style-type: none"> Long a with marker e (focus on -ake rhyme) 	<ul style="list-style-type: none"> Long a with marker e (focus on -ake rhyme) 	<ul style="list-style-type: none"> Long a with marker e
Games	Do this if you hear long /a/	Team game	Do this if you hear long /a/	What is this? Team game	Opposites Team game Finish the word	Buzz Find the word Elastic word	Buzz Find the word Elastic word Spell the word
Song, chant or rhyme	Days of the week song		Long /a/ song		Long /a/ song	Long /a/ song	
Textbooks							
Keynote English		p. 44		p. 44			
Success		p. 57, 60		p. 57, 60			
New Primary		p.75 - 77		p. 75 -77			
New Progressive		p.50-53		pp. 50 - 53			



LESSON 1: IS IT BIG OR SMALL?

By the end of the lesson, pupils will be able to:

- Answer the question: Is it big or small?
- Review words with a long /a/ sound and the marker /-e/.

Key content:

- Is it big or small?
- It is big
- It is small

Teaching Aids:

- Pan, pot, plate, cup, bowl, spoon, knife, fork
- Daily Reader Story: *Stan and the Skunk*.
- Audio Lesson (E-P2-T3-W3-L1).
- Phone and speakers.

Teaching tip

Whenever possible, use concrete objects to teach the vocabulary of objects in the home.

BEFORE THE AUDIO PROGRAMME

Play the game of *Show me ...* with classroom objects.

DURING THE AUDIO PROGRAMME

cat	make
sad	late
map	cake

AFTER THE AUDIO PROGRAMME

Activity 1 Make a word (Whole class)

- Play the game: Make a word.
- Ask the children how to write the sound /pl/ and write on the board the letters pl.
- Ask the children how to write the sound /ate/ and write on the board the letters: ate.
- Ask the children to put the sounds together to make a word (plate).
- Ask the children how to write the sound /d/ and write on the board the letter: d in front of – ate.
- Ask the children to put the sounds together to make a word (date).
- Repeat the activity with gate.

pl	ate
d	ate
g	ate

Activity 2 Is it big or small? (Whole class)

- Show the class an object from home and ask: *Is it big or small?* And have the children answer: *It is big / small.*
- Ask a child to the front to choose an object and ask his/her classmates: *Is it big or small?* And the classmates answer: *It is big/ small.*
- Repeat several times asking different children to the front.

Note: For the next lessons you will need sets of 2 objects (one small, one big).

Choose from this list: pan, pot, plate, cup, bowl, spoon, knife and fork.

LESSON 2: IS IT BIG OR SMALL?

By the end of the lesson, pupils will be able to:

- Answer the question: Is it big or small?
- Review words with a long /a/ sound and the marker /-e/.

Key content:

- Is it big or small?
- It is big
- It is small

Teaching Aids:

- Pan, pot, plate, cup, bowl, spoon, knife, fork
- Daily Reader Story: *Stan and the Skunk*.

WARM UP

5 minutes

Play the game *Point at ...* with objects from the home.

FLUENCY

5 minutes

Ask children to open their decodable to the story **Stan and the Skunk**. Tell children to put their finger under the first word in box 6. Tell children to read each word and follow with their finger when you snap your fingers. Repeat with boxes 7 to 11.



PRESENTATION

10 minutes

- Draw a big circle and a small circle on the board. Point to the big circle and say: *big*. Ask the children to repeat. Point to the small circle and say: *small*. Ask the children to repeat.
- Show the children two objects of the same kind – one big, one small, for example, two spoons, two plates. Point to the big one and ask the children: *Is it big or small?* Help the children answer: *It is big*. Point to the small one and ask the children: *Is it big or small?* Help the children answer: *It is small*.
- Repeat the activity several times with different objects.
- Ask children to open their textbooks. Choose an object on the page, point to it and ask children to put their finger on it. Ask children: *is it big or small?* Help children answer. Do this several times.

APPLICATION

15 minutes

Activity 1 Is it big or small? (Pairs)

Keynote English p. 44

Success pp. 57, 60

New Primary pp.75 – 77

New Progressive pp.50-53

- Put the children in A B pairs. Ask children A to tell their partners: *Point to* an object that is pictured in the textbook.
- Child B asks: *Is it big or small?* Children A answer their partner: *It is big. It is small*.
- Repeat this several times while circulating in the classroom and listening to the children. After a few minutes change roles.

Activity 2 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come and write the words on the board. The other children write in their exercise books. The first child to write the word correctly wins a point for his/her team.
- Say the word *late* three times. Give a point to the winning team and choose two new children to come to the front. Continue playing the game with the words: *gate, date, plate*.

EVALUATION

5 minutes

Review the size of objects: Show one and have the class say if it is big or small.

HOMEWORK

Children show a family member how to say if an object is big or small.





LESSON 3: WHAT IS THIS?

By the end of the lesson, pupils will be able to:

- Answer the question *What is this?*
- Review words that have a long /a/ sound with the marker / e/.

Key content:

- What is this?
- This is a big...
- This is a small...

Teaching Aids:

- Sets of 2 objects (one big, one small choose from this list: pan, pot, plate, cup, bowl, spoon, knife, and fork.
- Daily Reader Story: *Stan and the Skunk*.
- Audio lesson (E-P2-W3-L3).
- Phone and speakers.

Teaching tip

Make word wall charts according to the spelling of words. Example: words with /ate/, words with /ake/

BEFORE THE AUDIO PROGRAMME

Show objects from home and ask: *Is it big or small?* And have children answer.

DURING THE AUDIO PROGRAMME

cat
gate
bat
late
plate
rat
date
mat

AFTER THE AUDIO PROGRAMME

Activity 1 What is this? (Whole class)

- Point to a drawing of an object from home, or a table or chair and ask: *What is this?* And have the children answer: *This is a big or this is a small....*
- Ask a child to the front to point to an object and ask his/her classmate: *What is this?* And the classmates answer: *This is a big or This is a small....*
- Repeat several times asking different children to the front.



Activity 2 Writing (Individual)

- Ask children to draw a picture of their home.
- Encourage them to draw the outside and to also draw where they sleep.
- Make sure they leave space underneath the picture for writing.

Note: For the next lesson you will need sets of 2 objects (one small, one big). Choose from this list: pan, pot, plate, cup, bowl, spoon, knife and fork.

LESSON 4: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Answer the question *What is this?*
- Review words with a long /a/ and the marker /-e/.

Key content:

- What is this?
- This is a big/ small....

Teaching Aids:

- Daily Reader: *Stan and the Skunk*.
- Sets of 2 objects (one big, one small) choose from this list: pan, pot, plate, cup, bowl, spoon, knife and fork..

WARM UP

5 minutes

Hold up objects from home and ask: *Is it big or small?*

Help children answer: *It is bigger or It is small.*

FLUENCY

5 minutes

Ask children to open their decodable to the story **Stan and the Skunk**. Tell children to put their finger under the first word in box 1. Tell children to read the words with their partners. Repeat with boxes 2 to 11.



PRESENTATION

10 minutes

• Show the class two objects of different sizes. Point at the big one and ask: *What is this?* Help the children answer: *It is a big....* Point at the small one and ask: *What is this?* Help the children answer: *It is a small...* Explain to the children that in English, the words /big/ or /small/ go before the word they are describing: example: a big spoon, a small bed, a big chair, a small plate.

Keynote English p. 44

Success pp. 57, 60

New Primary pp.75 – 77

New Progressive pp.50-53

• Ask children to open their textbooks. Choose an object on the page, point at it and ask children to put their finger on it. Ask children: *What is this?*

Help the children answer: *It is a big... or It is a small...* Do this several times.

APPLICATION

15 minutes

Activity 1 What is this? (Whole class)

- Play the game *What is this?* Point at an object or a drawing and ask: *What is this?*
- The first child to answer correctly: *it is a big.... Or it is a small...* goes up front and points at an object (or the drawing) and asks: *What is this?*

Activity 2 What is this? (Pairs activity)

- Put the children in A B pairs. Ask children A to point at an object in their textbooks and ask their partner: *What is this?* And their partners answer: *It is a big (and names the object) or it is a small (and names the object).*
- After a few minutes change roles, circulate and help the children.

Activity 3 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come and write the words on the board. The other children write in their exercise books. The first child to write the word correctly wins a point for his/her team
- Say the word: *late* three times, give a point at the winning team and choose two new children to come to the front. Continue playing the game with the words: *date, mat, cat, gate.*

EVALUATION

5 minutes

Review names of objects: Point at each one and have the class say the name of the object.

HOMEWORK



Children show a family member they know how to say the size and names of the objects.



LESSON 5: OPPOSITES

By the end of the lesson, pupils will be able to:

- Distinguish opposites (big, small).
- Review words that have a long /a/ sound with the marker -e.

Key content:

- Big
- Small
- Opposite

Teaching Aids:

- Audio Lesson (E-P2-T3-W3-L5).
- Phone and speakers.

Teaching tip

Play games with opposites big/small. Ask children to show you the opposite of big or the opposite of small.

BEFORE THE AUDIO PROGRAMME

Play a game of *Point to ...* with objects or drawing of objects from the home.

DURING THE AUDIO PROGRAMME

cake make
snake take

AFTER THE AUDIO PROGRAMME

Activity 1 Opposite game (Whole class)

- Ask children to point at something big. Then ask them to point at the opposite.
- Ask the children to take a small step. Then ask them to do the opposite. Ask the children to do a big jump, then ask them to do the opposite. Continue this game for several minutes.

Activity 2 Write about my home (individual)

- Ask the children to take out their notebooks with drawings from Lesson 3. Write on the board:
My home is in _____.
I live in _____.
- Ask the children to copy the sentence in their notebook under their drawings from lesson 3 and write the name of their village in the space.
- Now write the sentence: This is a ____.
- Ask the children to name some things they drew in their home and write them on the right side of the board, for example, chair, bed, table.
- Ask the children to choose the words that match their drawing and write them in the blanks, for example, *this is a bed, this is a chair, this is a table.*

My home is in. chair
I live in _ bed
This is a. table
 cupboard



LESSON 6: READING - SNAKE AND APE

By the end of the lesson, pupils will be able to:
Read the leveled text *Snake and the Ape*.

Key content:

- Words beginning with the consonant blends sn, pl
- Words with the long /a/

Teaching Aids:

- Daily Reader: *Snake and Ape*?
- Audio Lesson (E-P2-T3-W3-L6).
- Phone and speakers.

Teaching tip

Make word lists on the board with short /a/ words on one side and long /a/ words on the other side and ask children to read them aloud.

BEFORE THE AUDIO PROGRAMME

- Review with children the long /a/ sound. When the vowel comes before a consonant and the letter e, we pronounce the vowel like its name and we do not pronounce the /e/ at the end of the word.

BEFORE THE AUDIO PROGRAMME



DURING THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Groups)

- Put the children into pairs.
- Ask the children to recreate the story in their pairs.
- Ask one partner to mime what the ape is doing, another one to mime the snake.
- Ask a few pairs to come to the front and show the story in their own words and actions.



LESSON 7: READING - SNAKE AND APE

By the end of the lesson, pupils will be able to:
Read the decodable story *Snake and Ape*.

Key content:

- Words beginning with the consonant blends st, sk, sw, sp and sm
- Words with the long /a/

WARM UP

5 minutes

Play the game: *What is this?* with objects or drawing of objects from home.

REVIEW

5 minutes

Ask the children to bring out their books and open on the page with the story *Snake and Ape*. Give children 3 to 5 minutes to look at the story. Ask the children the following questions. Who remembers the title? (Snake and Ape). What animals are in the story? (a snake and an ape) What does the Ape do? (he takes the cake).

PRESENTATION

10 minutes

- Write the words *is, the, out, my, some* on the board.
- Play BUZZ with the words. Go as quickly as possible.

is the out my some

APPLICATION

15 minutes

Activity 1 Reading of Snake and the Ape (Whole class)

- Read box 1 of the story *Snake and Ape*, tell the children to put their finger under the title and read each word.
- Read box 2 and tell the children you will snap your fingers: each time you snap your finger they put their finger under the next word and read it to their partner. Repeat this for box 3 to 11.

Activity 2 Comprehension (Whole class)

- Ask children the following questions:
- What does Snake do? (he makes a cake). Snake puts the cake on what? (a big plate).
- What does Ape want? (Ape wants cake)
- What happens next? (Snake is late and ape takes the cake).
- Do you like cake?



Activity 3 Pair reading (Pairs)

- Children take turns reading a page with their partners. When they finish, they start again and try to read a little faster.

Activity 4 Word search (Pairs)

- Write the letters /sn/ on the board, and ask children the names of the letters and what sounds they make together. Ask children to find the word *snake* in box 2, put their finger under it and ask them how they know it is *snake*. Encourage them to sound out the letters. Ask them what *snake* means.
- Repeat with *cake*– Box 5, *gate* – Box 10, *take* – box 7.
- Ask the children if they can count how many times they see the words: *is, the*.

EVALUATION

5 minutes

Complete the activities on page 13 box 12. Ask children to copy the four sentences at the end of the story in their notebooks, and fill in the blanks to make sentences.

HOMEWORK






Children read the sentences they copied into their notebooks to a family member.

WEEK 2 AND 3 ASSESSMENT TASKS

Ask children one by one to come to your table

Assessment task 1 – Is it big or is it small?

Point to the picture: Ask the child: Is this animal big or small?

		
Did not answer any question correctly	Answered 2 or less questions correctly	Answered 3 or more questions correctly




Assessment task 2 – Read a short story and answers questions

Ask the child to bring his/her decodable book and open it to the story of **Stan and the Skunk**. Ask the child to read the story. Ask the child the following questions:

Box 3: What is the boy doing ?

Box 6: What is the boy doing?




Box 11: Why does Mom look mad?

		
Did not answer any question correctly	Answered 1 question correctly	Answered 2 or more questions correctly

Assessment task 3 – Recognize High Frequency Words

Point to the words below and ask the child to read them.

boy now goes he has

		
Did not read any word correctly	Read 2 or less words correctly	Read 3 or more words correctly

Record student performances on the tasks like this:

[illegible]

Week 4 – Week at a glance – People at home Decodable story: The Rainy Day

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	People at home	People at home	People at home	People at home	People at home	Review, read and write	Review, read and write
New structures & vocabulary	<ul style="list-style-type: none"> Sister Brother Big, little 	<ul style="list-style-type: none"> Sister Brother Big, little 	<ul style="list-style-type: none"> Do you have a big/little brother/sister? Yes I do, no I don't. Grammar: don't 	<ul style="list-style-type: none"> Do you have a big/little brother/sister? Yes I do, no I don't. Grammar: don't 	<ul style="list-style-type: none"> My mother's / father's name is... What is your big/little sister's / brother's name? Grammar: 's 		
Letter study	• Review /st/	• Review /st/	• Long /a/ (ay)	• Long /a/ (ay)	• Long /a/ (ai)	• Long a patterns; /ay/, /ai./	• Long a patterns ay/ai
Games	Make a new word	Team game	Pass the pencils Make a new word Do this if....	Do this if ... Pass the pencils Do this if you hear long /a/	Opposites Team game Finish the word	Buzz Find the word Elastic word	Buzz Find the word Elastic word Spell the word
Song, chant or rhyme				Long /a/ song		Long a patterns; /ay/, /ai./	
Textbooks							
Keynote English		pp. 45 – 46, 60					
Success		pp. 76 - 79					
New Primary		pp.92 - 93					
New Progressive		p.60					



LESSON 1: PEOPLE AT HOME

By the end of the lesson, pupils will be able to:

- Answer the question: Is your brother/ sister big or little?
- Review the long /a/ sound.

Key content:

- Is your brother big or little?
- He is big/ he is little
- Is your sister big or little?
- She is big/ she is little

Teaching Aids:

- Read aloud story: *Snake and the Ape*.
- Audio lesson (E-P2-T3-W4-L1).
- Phone and speakers.

Teaching tip

Play games where you ask children to come to the front, show objects and ask: Is it big or little?

BEFORE THE AUDIO PROGRAMME

Ask the children who are the people in their families help children say: father, mother etc.

DURING THE AUDIO PROGRAMME

A a

AFTER THE AUDIO PROGRAMME

Activity 1: Magic e game (Whole class)

- Write words with the long a sound on the board.
- Point and read each word.
- Point out that we do not pronounce the /e/ at the end of the word.
- Ask children to come to the board to circle the magic e at the end of each long a word.

Activity 2: Is it big or small? (Whole class)

- Point at the drawing of the big boy and ask the children to repeat: *This is my big brother.*
- Point at the drawing of the small boy and ask the children to repeat: *This is my little brother.*
- Point at the drawing of the big girl and ask the children to repeat: *This is my big sister.*
- Point at the drawing of the small girl and ask the children to repeat: *This is my little sister.*
- Point randomly at the drawing and ask the children to say who it represents.

plate
snake
late
gate
cake

LESSON 2: PEOPLE AT HOME

By the end of the lesson, pupils will be able to:

- Identify big/ little brother, big /little sister.
- Review words with the long /a/ sound.

Key content:

- Big/ little brother
- Big / little sister

Teaching Aids:

- Read aloud story: *Snake and Ape*.

WARM UP

5 minutes

Play the game *Point to ...* with big and little objects.

FLUENCY

5 minutes

Ask children to open their decodable to the story **Snake and the Ape**.

Tell children to put their finger under the first word in box 1. Tell children to read each word and follow with their finger when you snap your fingers. Repeat with boxes 2 to 11.



PRESENTATION

10 minutes

- Draw two boys of different height on the board. Point at the tall one and say: big. Ask the children to repeat. Point at the short one and say: little. Ask the children to repeat.
- Point at the tall one and ask: Is he big or little? Help the children answer: *He is big*.
- Point at the short one and ask: Is he big or little? Help the children answer: *He is little*.
- Repeat with two girls. Asking: *Is she big or little?*

Keynote English

pp.45-46, 60

Success

pp.76-79

New Primary English

pp.92-93

New Progressive

p. 60

- Ask children to open their text books. Choose a man or boy on the page, point at him and ask children to put their finger on him. Ask children: *is he big or little?* Help children answer. Choose a woman or girl on the page, point at her and ask children to put their finger on her. Ask children: *Is she big or little?* Help children answer. Do this several times.

APPLICATION

15 minutes

Activity 1 Team Game (Whole class)

- Divide the class into two teams and choose a child from each team to come and write the words on the board. The other children write in their exercise books. The first child to write the word correctly wins a point for his/her team.
- Say the word: *make* three times. Give a point to the winning team and choose two new children to come to the front. Continue playing the game with the words: *gate, date, plate*



EVALUATION

5 minutes

Play *Big/ Little*: When you say: *big* all children stand as tall as they can. When you say *little*, children crouch and make themselves as little as they can.

HOMEWORK



Children show a family member how they can make themselves big and little while saying the word big and little.



LESSON 3: PEOPLE AT HOME

By the end of the lesson, pupils will be able to:

- Answer the question: Do you have a big/ little sister? Yes, I do, no , I don't.
- Say words with the letters /ay/.

Key content:

- Do you have a big/ little sister?
- Yes I do, no I don't.

Teaching Aids:

- Read aloud story: *The Snake and the Ape*
- Audio lesson (E-P2-T3-W4-L3).
- Phone and speakers.

Teaching tip

Encourage the children to use the term big and little when talking about their siblings.

BEFORE THE AUDIO PROGRAMME

Ask children: Do you have a sister? Do you have a brother?

DURING THE AUDIO PROGRAMME

day
play
say

d
s
t o d
p l ____

AFTER THE AUDIO PROGRAMME

Activity 1 Do this if (Whole class)

- Ask the children to stand up. Ask them: *Do you have a big brother?*
- They answer: *Yes I do*, or *No I don't*. Tell them to jump if they have a big brother.
- Ask them: *Do you have a little sister?* They answer: *Yes, I do* or *No, I don't*.
- Tell them to take a step forward if they have a little sister.
- Ask them: *Do you have a big sister?* They answer: *Yes, I do*, or *No I don't*. Tell them to clap if they have a big sister.
- Ask them: *Do you have a little brother?* They answer: *Yes, I do*, or *No I don't*.
- Tell them to sit down if they have a little brother.

Activity 2 Writing (Individual)

- Ask children to draw a picture of their brothers and sisters.
- Make them big or little to show if they are older or younger.
- They will use this drawing in the next lesson.



LESSON 4: PEOPLE AT HOME

By the end of the lesson, pupils will be able to:

- Answer the question *Do you have a big / little brother / sister? Yes, I do, no I don't.*
- Learn words with the letters /ay/.

Key content:

- Do you have a big / little sister/ brother?
- Yes I do, no I don't.

Teaching Aids:

- Word wall.
- Flashcards with new vocabulary.
- Read aloud story: *The Snake and the Ape*

WARM UP

5 minutes

Ask children if they have a brother, if they have a sister.

FLUENCY

5 minutes

Ask children to open their decodable to the story *Snake and the Ape*.

Tell children to put their finger under the first word in box 1. Tell children to read the words with their partner. Repeat with boxes 2 to 11.

PRESENTATION

10 minutes

- Ask the children to show you big by standing tall and stretching their arms high. Ask the children to show you little by crouching down little like an ant. Ask a boy and a girl to the front. Ask the boy: *Do you have a big brother?* And help them answer with: *Yes I do* or *No I don't*.
- Ask the girl: *Do you have a big sister?* And help her answer with: *Yes I do* or *No I don't*.
- Repeat with little brother and little sister.
- Write on the board: I do , I do not.
- Show the children how the contraction *don't* is made by putting together the words *do not* and taking out the "o" and replacing it with an apostrophe.

APPLICATION

15 minutes

Activity 1: Do this if (Whole class)

- Ask the children to stand up. Ask them: *Do you have a big sister?* They answer: *Yes I do*, or *No I don't*. Tell them to jump if they have a big sister.
- Ask them: *Do you have a little brother?* They answer: *Yes, I do* or *No, I don't*. Tell them to take a step backwards if they have a little brother.
- Ask them: *Do you have a big brother?* They answer: *Yes, I do*, or *No I don't*. Tell them to sit down if they have a big brother.
- Ask them: *Do you have a little sister?* They answer: *Yes, I do*, or *No I don't*. Tell them to sit down if they have a little sister.

Activity 2: Do this if you hear the long /a/. (Whole Class)

- Play the game: Do this if you hear the long a sound.
- Ask the children to touch their head if they hear the long a sound, if they don't hear the long a sound, they should sit still.
- Say the following words: *play, cat, say, hand, pan, flag, day, way, today*.

EVALUATION

5 minutes

Play *Pass the pencils* asking the children if they have a big or little sister or a big or little brother.

HOMEWORK

Children tell their parents if they have big or little brothers and sisters.





LESSON 5: OPPOSITES

By the end of the lesson, pupils will be able to:

- Use the possessive ending 's.
- Learn words with the letters /ai/.

Key content:

- My big/ little sister's name is ..
- My big /little brother's name is..

Teaching Aids:

- Audio lesson (E- P2-T3- W4- L5).
- Phone and speakers.
- Read aloud story: *The snake and the ape.*

Teaching tip

*Use contractions in your everyday speech and encourage children to do so as well.
It is a more natural way of speaking.*

BEFORE THE AUDIO PROGRAMME

Play a game of *Pass the pencils* asking: Who is your mother? Who is your father? Etc.

DURING THE AUDIO PROGRAMME

do not
do not r _ _ n
don't ch _ _ r

the name of my father s t _ _ r
my father's name s _ _ d
rain wait maid

AFTER THE AUDIO PROGRAMME

Activity 1: Pass the pencil (Whole class)

- Distribute four pencils, one in each row. Ask the question: *What is your little brother's name?* Children begin passing pencils around the classroom. Clap your hands. Children with the pencils hold them in the air and answer the question.
- Example: *My little brothers' name is David* or *I don't have a little brother.* Continue the game with the questions: *What is your big sister's name?* *What is your big brother's name?* *What is your little sister's name?*

Activity 2: Write about my family (Individual)

- Ask the children to take out their drawing from lesson 3. Write on the board:
 - o My big sister's name is _____.
 - o My big brother's name is _____.
 - o My little sister's name is _____.
 - o My little brother's name is _____.
- Ask the children to copy the appropriate sentence in their notebook. They write the sentence and the names of their siblings for each one. Example: *My little sister's name is Rebecca.* Encourage the children to put a full stop at the end of the sentence.



LESSON 6: READING THE RAINY DAY

By the end of the lesson, pupils will be able to:
*Read the leveled text *The Rainy Day*.*

Key content:

- Words beginning with the consonant blends st, pl
- Words with /ay/
-

Teaching Aids:

- Daily Reader story: *The Rainy Day*.
- Audio lesson (E- P2- T3- W4- L6).
- Phone and speakers.

Teaching tip

Make word lists on the board with /ay/ words on one side and /ai/ words on the other side and tell children to check the lists when they want to read these words.

BEFORE THE AUDIO PROGRAMME

Review with children the letters ay and the words with the letters ai.

DURING THE AUDIO PROGRAMME

r m w d t s
w ai ain
d ay air
t aid
s ait

AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Groups)

- Put the children into groups of five.
- Ask the children to recreate the story in their group.
- Ask two partners to mime the girls, one to mime the mother, another to mime the maid and one to mime the father.
- Ask a few groups to come to the front and show the story in their own words and actions.



LESSON 7: READING THE STORY - THE RAINY DAY

By the end of the lesson, pupils will be able to:
Read the decodable story *The Rainy Day*.

Key content:

- Words beginning with the consonant blends st, pl, ch
- Words with /ay/ and /ai/

WARM UP

5 minutes

- Write the letters ay on the board. Write them big so all children can see them. Do the same with /ai/. Write on the board, the consonants r, m, w, d, t, s, and point at each one and ask children what sound these letters make.
- Write on the board: st ch pl. Ask children what do you get if you put together: d and ay, pl and ay, st and ay, m and ay.
- Ask children what do you get if you put together: ai and n, ai and r, ai and d, ai and t.

REVIEW

5 minutes

Ask the children to bring out their books and open on the page with the story *The Rainy Day*. Give children 3 to 5 minutes to look at the story. Ask the children the following questions. Who remembers the title? (*The Rainy Day*). Who is in the story? (Two girls, a mum, a maid and a dad) What do the girls want to do do? (They want to play).

PRESENTATION

10 minutes

- Write the words *I, so, but, in, ask* on the board.
- Play BUZZ with the words. Go as quickly as possible.

APPLICATION

15 minutes

Activity 1 Reading of The Rainy Day (Whole class)

- Read box 1 of the story *The Rainy Day*, tell the children to put their finger under the title and read each word.
- Read box 2 and tell the children you will **snap** your fingers: each time you snap your finger they put their finger under the next word and read it to their partners. Repeat this for box 3 to 12.

Activity 2 Comprehension (Whole class)

- Ask children the following questions:
- What does mum say? (No, stay in). Where do the girls sit? (on a chair).
- What does the maid say? (No, stay in). Where do the girls sit? (on the stair).
- What happens next? (Dad says: Okay).
- Do you play in the rain?

Activity 3 Pair reading (Pairs)

- Children take turns reading with their partner. They try to read again a little faster.

Activity 4 Word search (Pairs)

- Write the letters /pl/ on the board, and ask children the names of the letters and what sounds they make together. Ask children to find the word *play* in box 3, put their finger under it and ask them how they know it is *play*. Encourage them to sound out the letters.

Ask them what *play* means.

- Repeat with *stay*– Box 5, *chairs* – Box 6, *maid*– Box 7 .
- Ask the children if they can count how many times they see the word: *but*.

EVALUATION

5 minutes

Complete the activities on page 20, box 13. Ask children to copy the four sentences at the end of the story in their notebooks, and fill in the blanks to make sentences.

HOMEWORK



Children read the two sentences they copied into their notebooks to a family member.

Week 5 – Week at a glance – In the kitchen
Decodable story: Steve and the Sheep

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	In the kitchen	In the kitchen	In the kitchen	In the kitchen	In the kitchen	Review, read and write	Review, read and write
New structures & vocabulary	<ul style="list-style-type: none"> Eat, drink, water, food What are you doing? I am... 	<ul style="list-style-type: none"> Eat, drink, water, food What are you doing? I am... 	<ul style="list-style-type: none"> Cook, sweep, floor. What is he/ she doing? He / she is... 	<ul style="list-style-type: none"> Cook, sweep, floor. What is he/ she doing? He / she is... 	<ul style="list-style-type: none"> Opposites: hot/ cold Review: big/ small, big/little Grammar: adding “s” to verbs with he/ she 		
Letter study	<ul style="list-style-type: none"> Long /e/ ee 	<ul style="list-style-type: none"> Long /e/ ee 	<ul style="list-style-type: none"> Long /e/ ee 	<ul style="list-style-type: none"> Long /e/ ee 	<ul style="list-style-type: none"> Long /e/ ee 	<ul style="list-style-type: none"> Long e Review: qu, sl, tr 	<ul style="list-style-type: none"> Long e Review: qu, sl, tr
Games	Pass the pencils Make a new word	Team game Pass the pencils	Pass the pencils Make a new word Do this if you ...	Do this if ... Pass the pencils Do this if you hear long /e/	Pass the pencils Team game Finish the word	Buzz Find the word Elastic word	Buzz Find the word Elastic word Spell the word
Song, chant or rhyme	Long e song I, He, She chant		Long e song I, He, She chant		Long e song I, He, She chant		
Textbooks							
Keynote English				pp. 65 – 67		Steve and the sheep	Steve and the sheep
Success				pp.81 – 83			
New Primary				pp. 98 – 99			
New Progressive				p.51			



LESSON 1: IN THE KITCHEN

By the end of the lesson, pupils will be able to:

- Answer the question: What are you doing?
- Learn words with double /e/.

Key content:

- I am eating
- I am drinking
- Water
- Food

Teaching Aids:

- Read aloud story: *How to Bake Banana Bread*.
- Audio lesson (E-P2-T3-W5-L1).
- Phone and speakers.
- Daily Reader story: *The Rainy Day*.

Teaching tip

*Encourage the children to mime the actions while saying the verbs reading, writing, jumping etc.
Ask them: what are you doing? They answer : I am...*

BEFORE THE AUDIO PROGRAMME

- Children mime actions: Reading, writing, jumping, etc. Ask them what are you doing?
- They answer: I am.....

DURING THE AUDIO PROGRAMME

s h e e p
k e e p
s l e e p

AFTER THE AUDIO PROGRAMME

Activity 1 Make a word (Whole class)

- Ask children how to write the sound /f/ in their notebook and write on the board (f).
- Ask children how to write the sound /eet/ in their notebooks and write it on the board (eet).
- Ask children to put the sounds together to make a word (feet). Ask the children how to write the sound /m/ and write it in their notebook and write it on the board.
- Ask children to put the sounds together to make a word (meet).
- Ask children how to write the sound /gr/ and write it in their notebook and write it on the board (gr).
- Ask the children to put the sounds together to make a word (greet).

Activity 2 What are you doing? (Whole class)

- Ask two children to the front and tell them to mime an action. Ask them what are you doing? And help them answer: *I am....*
- Repeat several times asking different children to the front.

LESSON 2: IN THE KITCHEN

By the end of the lesson, pupils will be able to:

- Answer the question: What are you doing?
- Learn words with double /ea/.

Key content:

- I am eating
- I am drinking
- Water
- Food

Teaching Aids:

- Daily Reader story: *The Rainy Day*.

WARM UP

5 minutes

Play the game of *Do as I say ...* asking children to mime an action (Term 1. Week 8).

FLUENCY

5 minutes

Ask children to open their decodable to the story **The Rainy Day**. Tell children to put their finger under the first word in box 7. Tell children to read each word and follow with their finger when you snap your fingers. Repeat with boxes 8 to 12.



PRESENTATION

10 minutes

- Pretend you are drinking something and say: *Drink*. Ask the children to mime the action and repeat the word: *Drink*.
- Pretend you are eating something and say: *Eat*. Ask the children to mime the action and repeat the word: *Eat*.
- Ask two children to come to the front and ask them to mime drinking. Ask them: *What are you doing?* And help them answer: *I am drinking water*. Explain to them what the word water means.
- Ask two other children to come to the front and ask them to mime eating. Ask them: *What are you doing?* And help them answer: *I am eating food*. Explain to them what the word food means.

APPLICATION

15 minutes

Activity 1 What are you doing? (Pairs)

- Ask two children to the front and tell them to mime an action: Ask them: What are you doing? Repeat several times asking different children to the front.

Activity 2 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come and write the words on the board. The other children write in their exercise books. The first child to write the word correctly wins a point for his team.
- Say the word: see three times. Give a point to the winning team and choose two new children to come to the front. Continue playing the game with the words: *bee, sleep and sweep*.

EVALUATION

5 minutes

Play *Pass the Pencils* asking the question: *What are you doing?* Children with pencils mime drinking or eating and answer: I am.....

HOMEWORK



Children mime drinking and show their families that they know how to say: I am drinking water.



LESSON 3: IN THE KITCHEN

By the end of the lesson, pupils will be able to:

- Answer the question *What is he/she doing?*
- Review words that have a long /e/ sound.

Key content:

- She / he is sweeping the floor.
- She / he is cooking.

Teaching Aids:

- Audio lesson (E-P2-T2-W5-L3).
- Phone and speakers.
- Daily Reader story: *The Rainy Day*.

Teaching tip

Make a list of words with the long /e/ sound and post it on the wall.

BEFORE THE AUDIO PROGRAMME

Children mime actions: reading, drinking, eating, etc. Ask them: *What are you doing?*

They answer *I am.....*

DURING THE AUDIO PROGRAMME

egg

three

bed

see

net

sleep

AFTER THE AUDIO PROGRAMME

Activity 1 Is it a short /O/ or a long /O/? (Whole class)

Tell the class you are going to write words on the board, if the word has a short /e/ they touch their leg.. If the words have a long /e/ they buzz like a bee. Say the following words: *bee, egg, see, net, three, ten, sheep, let, sleep, tree, help, queen, pet, keep, red, meet, bed*.

Activity 2 Writing (Individual)

- Ask children to draw a picture of their kitchen.
- Encourage them to draw people doing things in their kitchen: eating, drinking, cooking, sweeping, etc.
- Make sure they leave space underneath the picture for writing. They will use this drawing in the next lessons.



LESSON 4: IN THE KITCHEN

By the end of the lesson, pupils will be able to:

- Answer the question *What is she/he doing?*
- Review words with long e.

Key content:

- She / he is sweeping the floor
- She/ he is cooking

Teaching Aids:

Daily Reader story: *The Rainy Day*

WARM UP

5 minutes

Ask children to mime an action and ask them: *What are you doing?* Help them answer: *I am ...*

FLUENCY

5 minutes

Ask children to open their decodable to the story *The Rainy Day*.

Tell children to put their finger under the first word in box 1. Tell children to read the words with their partner. Repeat with boxes 2 to 12.

PRESENTATION

10 minutes

- Pretend you are sweeping something and say: *sweep*. Ask the children to mime the action and repeat. Ask a boy and a girl to come to the front and ask them to mime sweeping. Point to the girl and ask the class: *What is she doing?* And help the class answer: *she is sweeping*. Point to the boy and ask the class: *What is he doing?* And help the class answer: *he is sweeping*.
- Repeat the same activity with the word *cook*.

APPLICATION

15 minutes

Activity 1 What is she/ he doing? (Whole class)

Keynote English pp. 65 – 67

Success pp.81 – 83

New Primary pp. 98 – 99

New Progressive p.51

- Ask the children to open their textbooks. Point at one picture, have children put their finger on the picture and ask the children: *What is she or he doing?* Help the children answer. Repeat several times with different pictures. Put the children in the A B pairs and have them play this game with pictures in the textbooks.

Activity 2 Do this if you hear long /e/ (Whole class)

- Explain to the class you are going to say some words and they must listen carefully.
- Tell the class, when they hear the long/e/ sound they must touch their ear. If they don't hear the /e/ sound they must sit still.
- Say the following words slowly (allow time after each word for the children to complete the action): *wheel, flag, key, table, bee, sweep, kitchen, water, sheep, banana, evening*.

EVALUATION

5 minutes

Play *Pass the pencils* asking the children with pencils to mime cooking or sweeping.

Ask the class: *What is she / he doing?*

HOMEWORK



Children show their parents they know how to say: *She is cooking, he is sweeping, etc.*



LESSON 5: IN THE KITCHEN

By the end of the lesson, pupils will be able to:

- Use opposites hot and cold.
- Learn words with the long /e/ sound

Key content:

- Big
- Little
- Hot
- Cold

Teaching Aids:

- Audio lesson (E-P2-T3-W5-L5).
- Phone and speakers.
- Daily Reader story: *The Rainy Day*.

Teaching tip

Play games to practice putting /s/ at the end of the verbs with he/she.

BEFORE THE AUDIO PROGRAMME

Play the game *Pass the Pencils* asking: *What are you doing?* Children with pencils mime actions and say: *I am.....*

DURING THE AUDIO PROGRAMME

see	s h _ _ _
bee	
tree	_ _ e e _
	q u _ _ n

AFTER THE AUDIO PROGRAMME

Activity 1 Opposite game (Whole class)

- Ask children to point at or mime something big, little, hot or cold. Then ask them to point to the opposite. Repeat with different children and with different words.

Activity 2 Write about my home (Individual)

- Ask the children to take out their notebooks with their drawing from Lesson 3.

Write on the board:

She is _____. He is _____.

- Ask the children what are some of the things we do in the kitchen and write them on the side of the board: eating, drinking, sweeping.
- Ask the children to write a complete sentence for each person in their drawing: Ex- ample: *He is drinking.*

She is	cooking
	sweeping
He is	eating



LESSON 6: READING THE STORY - STEVE AND THE SHEEP

By the end of the lesson, pupils will be able to:
Read the story *Steve and the Sheep*.

Key content:

- Words beginning with t, st, sh, tr, qu
- Words with the long /ee/

Teaching Aids:

- Audio lesson (E-P2-T3-W5-L6)
- Phone and speakers.
- Reader Story: *Steve and the Sheep*.

Teaching tip

Play games with the children to make them practice finding words in previous stories: ask them to turn to a box and ask them to find a certain word on the box and put their finger on it.

BEFORE THE AUDIO PROGRAMME

Review with children the contraction *do not*. Write *don't* and ask the children what we do to make it short (*don't*).

DURING THE AUDIO PROGRAMME

can not cannot
can't

sh ee
p qu
ee n
are by the but he

AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Groups)

- Ask the children to recreate the story in groups of four.
- Ask one partner to mime the boy, one to mime the mother, another to mime the sheep and the fourth to mime the bee.
- Ask a few pairs to come to the front and show the story in their own words and actions.



WEEK 4 AND 5 ASSESSMENT TASKS

Ask children one by one to come to your table.

Assessment task 1 – Who is this?

Touch or point to a member of the family and ask the child: **“Who is this?”** The child must answer **this is my big sister/ brother and little sister/brother.**



Did not answer any question correctly	Answered 2 or less questions correctly	Answered 3 or more questions correctly

Assessment task 2 – Read a short story and answers questions

Ask the child to bring his/her decodable book and open it to the story of **The Rainy Day**. Ask the child to read the story. Ask the child the following questions:

- Box 5 -What does mum say?
- Box 8 -What does the maid say?
- Box 9 -What happens next?

Did not answer any question correctly	Answered 1 questions correctly	Answered 2 or more questions correctly

Assessment task 3 – Recognize High Frequency words

Point to the words below and ask the child to read them.

boy now goes he has

Did not read any word correctly	Read 2 or less questions correctly	Read 2 or more questions correctly

WEEK 4 AND 5 ASSESSMENT RECORD SHEET

Record student performances on the tasks like this:

[illegible]

Week 6 – Week at a glance – Games I can Play Decodable story: Hope and the Roses

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Games I can play	Games I can play	Games I can play	Games I can play	Games I can play	Review, read and write	Review, read and write
New structures & vocabulary	I can dance I can clap I can throw I can catch I can skip	I can dance I can clap I can throw I can catch I can skip	You/we can dance, you/we can clap, you/we can throw, you/we can catch, you/we can skip	You/we can dance, you/we can clap, you/we can throw, you/we can catch, you/we can skip	Contractions: can /can't Grammar: adding “s” to verbs with he/she		
Letter study	Long o_e	Long o_e	Long o_e	Long o_e	Long o_e	Long o_e	Long o_e
Song, chant or rhyme	Long /a/ and long /e/ songs		Long /o/ song		Long /o/ song I /he/ she chant		
Game	Make a new word	Team game	Do this if you hear /long o/	Team game	Finish the work Team game	Buzz Find the word Elastic word	Buzz Find the word Elastic word Spell the word
Textbooks							
Keynote		pp. 80-87		pp. 80-87			
Success English		pp.91-95		pp.91-95			
New Primary		pp.52-57		pp.52-57			
Progressive		pp.69-70		pp.69-70			





LESSON 1: GAMES I CAN PLAY

By the end of the lesson, pupils will be able to:

- Use vocabulary about games.
- Read and write words with /o/.

Key content:

- I can dance
- I can clap
- I can throw
- I can catch
- I can skip

Teaching Aids:

- Audio lesson (E-P2-T3-W6-L1).
- Phone and speakers.

Teaching tip

Encourage the children to do or to mime the actions while saying the verbs.

BEFORE THE AUDIO PROGRAMME

Play *Simon Says* with actions: *eat, drink, sweep, cook, jump, read etc.*

DURING THE AUDIO PROGRAMME

hot	hope
top	rose
mop	note

AFTER THE AUDIO PROGRAMME

Activity 1 Make a Word (Whole class)

- Ask the children to take out their notebooks and a pencil.
- Ask the children to write the sound /r/ in their notebooks and then write the sound on the board. Then ask the children to write the sound /ose/ in their notebooks and then write it on the board. Ask the children to put the two sounds together to make a word (*rose*).
- Repeat with the /h/ and /ose/ (*hose*).
- Ask the children to write the sound /m/ in their notebooks and to replace the /s/ in *hose* with the /m/. What word have they made? (*home*).

rose
hose
home

Activity 2 What can you do? (Whole Class)

- Ask a child to come to the front of the class and ask him /her to mime an action (for example: dance).
- Ask the rest of the class to repeat / imitate the action and say: *I can ...* (for example: I can dance).
- Repeat this activity several times, inviting different children to come to the front of the class.

LESSON 2: GAMES I CAN PLAY

By the end of the lesson, pupils will be able to:

- Use vocabulary about games.
- Read and write words with /o_e/.

Key content:

- I can dance I can clap
- I can throw I can catch
- I can skip

WARM UP

5 minutes

Play the game *Do as I say* asking children to do the actions.

FLUENCY

5 minutes

Ask children to open their decodable to the story *Steve and the Sheep*. Tell children to put their finger under the first word in box 7. Tell children to read each word and follow with their finger when you snap your fingers. Repeat with boxes 8 to 12.



PRESENTATION

10 minutes

- Pretend you are throwing something and say: *Throw*. Ask the children to mime the action and repeat: *Throw*.
- Pretend you are catching something and say: *Catch*. Ask the children to mime the action and repeat: *Catch*.
- Repeat the same activity with *dance, clap, skip*.
- Ask children to open their textbooks. Choose a drawing on the page, point to it and ask the children to put their finger on it. Ask the children: *Can you ...?* And children answer: *I can...*



Example: *Can you dance? I can dance*

Keynote pp. 80- 87

New Primary p.52-57

Success English pp. 91-95

Progressive pp. 69-70

APPLICATION

15 minutes

Activity 1 What can you do? (Whole class)

- Ask a child to come to the front and tell him/her to mime an action. Example: throw).
- Ask the whole class to repeat the action and say: *I can...* Example: *I can throw*.
- Repeat several times asking different children to come to the front.

Activity 2 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come and write the words on the board. The other children write in their exercise books these words. The first child to write the word correctly wins a mark for his/her team.
- Say the word *nose* three times. Give a point to the winning team and choose two new children to come to the front.
- Continue playing the game with the words: *rose, hose, close...*

EVALUATION

5 minutes

Play *Do as I say* with: *throw, catch, run, clap, dance, jump, skip*.

HOMEWORK



Children mime throw and catch and show their family that they know how to say: *I can throw, I can catch*.



LESSON 3: GAMES I CAN PLAY

By the end of the lesson, pupils will be able to:

- Use vocabulary about games
- Read and write words with /o/

Key content:

- You/we can dance.
- You/we can clap.
- You/we can throw.
- You/we can catch.
- You/we can skip.

Teaching Aids:

- Audio lesson (E-P2-T3-W6-L3) .
- Phone and speakers.

Teaching tip

Make word wall charts according to the spelling of words, For example, words with /ow/ or words with /oa/.

BEFORE THE AUDIO PROGRAMME

Children mime actions: skip, clap, dance, throw and catch and say: I can...

DURING THE AUDIO PROGRAMME

hose	rope
rose	hope
nose	pope

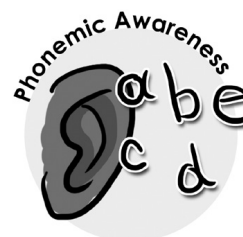
AFTER THE AUDIO PROGRAMME

Activity 1 I can, you can, we can (Whole class)

- Have a child come to the front of the class do an activity and say: *I can...*
- Have them choose a friend to come to the front of the class and point to the child and say: *you can...*
- Then all the children stand up, do the activity and say: *we can...*
- Another child comes to the front of the class and the game begins again.

Activity 2 Do this if you hear long /O/ (Whole class)

- Play the game *Do this if you hear long /o/* sound.
- Ask the children to put their head on the desk if they hear the long o sound in a word.
- Slowly say the following words. After each word confirm that it has the long /o/ sound: home, school, close, flag, stone, notebook, pen, window, plate, bowl, sheep, car, boat.



LESSON 4: GAMES I CAN PLAY

By the end of the lesson, pupils will be able to:

- Use vocabulary about games.
- Read and write words with /o_e/.

Key content:

- You/we can dance
- You/we can clap
- You/we can throw
- You/we can catch
- You/we can skip

WARM UP

5 minutes

Ask children to mime dancing and ask them: *Can you dance?* Help them answer: *I can dance...* Repeat with other actions.

FLUENCY

5 minutes

Ask children to open their decodable to the story **Steve and the sheep**.

Tell children to put their finger under the first word in box one.

Tell children to read the words with their partner. *Repeat with boxes 2 to 12.*



PRESENTATION

10 minutes

- Ask a boy and a girl to come to the front and ask the girl to dance and say: *I can dance*. Ask the boy to point at the girl and say: *you can dance*.
- Ask the boy and girl to dance and say: *we can dance*.

Keynote pp. 80-87

New Primary pp. 91-95

Success English pp. 52-57

Progressive pp. 69-70

- Ask children to open their textbooks. Choose a drawing on the page, point at it and ask the children to put their finger on it. Ask children to do the same action.
- Tell them to point at themselves and say: *I can ...*
- Tell them to point at a partner and say: *you can ...*
- Tell them to point at both of themselves and say: *we can ...*

APPLICATION

15 minutes

Activity 1 I can, you can, we can (Whole class)

- Have a child come to the front, do an activity and say: *I can...*
- Let them choose a friend to come to the front, point to the child and say: *you can...*
- Then all the children stand up, do the activity and say: *we can...*
- Another child comes to the front and the game begins again.

Activity 2 Team Game (Whole class)

- Tell children to bring out their notebook and a pencil. Divide the class into two teams and choose a child from each team to come write the words on the board. The other children write in their exercise books. The first child to write the word correctly wins a point for his team.
- Say the word *note* three times. Give a point to the winning team and choose two new children to come to the front.
- Continue playing the game with the words: *woke, stone, bone*.

EVALUATION

5 minutes

Ask the children to say all the words they know with the long O sound. Write them on the board.

HOMEWORK



Children show their family that they know how to say: *I can ... you can ... we can ...*



LESSON 5: GAMES I CAN PLAY

By the end of the lesson, pupils will be able to:

- Use the contraction: can't.
- Read and write words with long /o/.

Key content:

- I can't dance.
- I can't clap.
- I can't throw.
- I can't catch.
- I can't skip.

Teaching Aids:

- Audio lesson (E-P2-T3-W6-L5).
- Phone and speakers.

Teaching tip

Encourage children to nod their heads when answering yes and shake their heads when answering no.

BEFORE THE AUDIO PROGRAMME

Sing the I, she, he chant.

DURING THE AUDIO PROGRAMME

can can not
cannot
can't

h o e
cho ____ e st ____ ne

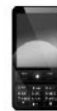
AFTER THE AUDIO PROGRAMME

Activity 1 Yes, I can. No, I can't (Pairs)

- Put children in A B pairs.
- Ask the children A a question, for example, *Can you throw?* Children A answer: *Yes, I can throw* and children B answer *No, I can't throw.*
- Continue asking questions.
- After 5 minutes change roles, Children B answer: *Yes, I can* and children A answer *No, I can't ...*

Activity 2 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come and write the words on the board. The other children write in their exercise books. The first child to write the word correctly wins a point for his / her team.
- Say the word *home* three times. Give a point to the winning team and choose two new children to come to the front.
- Continue playing the game with the words: *close, note.*



LESSON 6: REVIEW, READ AND WRITE

By the end of the lesson, pupils will be able to:
Read the decodable story *Hope and the Roses*.

Key content:
Words with long /o/

Teaching Aids:

- Audio Lesson (E-P2-T3-W6-L6).
- Phone and speakers.

Teaching tip

Play games with the children to practice finding words in previous stories. For example, ask them to turn to a box and ask them to find a certain word on that box and put their finger on the word.

BEFORE THE AUDIO PROGRAMME

Review with the children the rule about vowels that are followed by a consonant and an /e/: hope, rose, note. The /long o/ sounds like the letter name o.

DURING THE AUDIO PROGRAMME

h	ope
r	ose
n	ote

AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in pairs.
- Ask the children to re-tell the story to each other using their own words.
- Ask one partner to mime the actions of Hope and one to mime the actions of her mother.
- Ask a few groups to come to the front and act-out the story using their own words and actions.



LESSON 7: READING THE STORY - HOPE AND THE ROSES

By the end of the lesson, pupils will be able to:
Read the decodable story *Hope and the Roses*.

Key content:

Words with long /o/

Teaching Aids:

Daily Reader Story: *Hope and the Roses*.

WARM UP

5 minutes

- Ask children what letter makes the sound /h/ as in Hope. Write the letter h on the board. Write it big so that all the children can see it.
- Write on the board the consonants r, cl, st, and n. Point to each one and ask the children what sounds these letters make.
- Write on the board: -ope -ome -ote. Ask the children what sound does /o/ make when you put a consonant and an /e/ after the /o/?
- Ask children what do you get if you put together: h and -ope / r and -ose / cl and -ose / h and -ome / n and -ote / st and -one.

REVIEW

5 minutes

- Ask the children to bring out their books and open to the page with the story: *Hope and the Roses*. Give children 3 to 5 minutes to look at the story.
- Tell children that you will reread the story from lesson 6. Ask children the following questions: Who remembers the title? (Hope and the Roses) Who remembers the story? Who was in the story? (a girl named Hope). What is Hope's problem? (the Roses look bad).
- Ask the children to re-tell the story in their own words to their partner.

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Point to a different word and ask children to say it.
- Go faster and faster, make it fun.

at look she write and

APPLICATION

15 minutes

Activity 1 Echo reading of Hope and the Roses (Whole class)

- Read the first page to the children.
- Have them point at each word as you read it.
- Ask them to look at the pictures and point at *Hope, hose, woke, note, stones*.
- Read again line by line asking them to repeat and point to the words they read.
- Continue, box by box, until all the boxes are read.



Activity 2 Choral reading (Whole class)

- Have children read the story out loud together, keeping their eyes on and pointing to each word as they read it.

Activity 3 Pair reading

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

Ask children to individually read the extra words at the end of their decodable. Circulate and help children sound out the words. Model how to fill in the missing words to complete the sentences. Ask children to copy the sentences in their notebooks.

HOMEWORK



Children read Hope and the Roses to their family members.

Week 7 – Week at a glance – Games I can play Decodable story: Goat on a Boat

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Games I can play	Games I can play	Games I can play	Games I can play	Games I can play	Review read and write	Review read and write
New structures & vocabulary	I can play football I can play volleyball I can play hopscotch	I can play football I can play volleyball I can play hopscotch	You/we play football You/we play volleyball You/we play hopscotch	You/we play football You/we play volleyball You/we play hopscotch	Opposites slow/ fast		
Letter study	Long /o/ (ow)	Long /o/ (ow)	Long /o/ (oa)	Long /o/ (oa)	Long /o/ (ow/oa)	Long /o/ (ow/oa)	Long /o/ (ow/oa)
Song, chant or rhyme	Long /o/ song		Long /o/ song; When 2 vowels go walking	Long /o/ song When 2 vowels go walking	Long /o/ song I/he/she chant		
Game	Write the word	I read . . . you write	Pass the pencils Do this if you hear /long o/	Team game	Finish the word Team game	Buzz Find the word Elastic word	Buzz Find the word Elastic word Spell the word
Textbooks							
Keynote		pp. 80-87		pp. 80-87			
Success English		pp. 91-95		pp. 91-95			
New Primary		pp. 52-57		pp. 52-57			
Progressive		pp. 69-70		pp. 69-70			



LESSON 1: GAMES I CAN PLAY

By the end of the lesson, pupils will be able to:

- Use vocabulary about games.
- Read and write words with /ow/.

Key content:

- I can play football.
- I can play volleyball.
- I can play hopscotch.

Teaching Aids:

- Audio lesson (E-P2-T3-W7-L1).
- Phone and speakers.

Teaching tip

Play games with movements to help children to remember vocabulary, for example, Simon Says, do as I Say, Mime the Action.

BEFORE THE AUDIO PROGRAMME

Play *Simon Says* with actions: *dance, clap, skip, throw, catch, eat, drink, cook, sweep.*

DURING THE AUDIO PROGRAMME

show row
row low

AFTER THE AUDIO PROGRAMME

Activity 1 The Long /o/ words (Pairs)

- Write the following words on the board: *show, note, yellow, stone, close, window, rose, row, low, home.*
- Put the children in pairs. Ask the children to copy the words from the board into 2 columns: words with /o - e / and words with /o w/.
- Circulate and help the children. Correct on the board by putting the words in the correct column and read all the words together.

Activity 2 What can you do? (Whole class)

- Ask a child to come to the front and give him/her an action to mime, for example, play hopscotch.
- Ask the whole class to copy the action and say: I can play, for example, I can play hopscotch.
- Repeat several times asking different children to come to the front of the class.

LESSON 2: GAMES I CAN PLAY

By the end of the lesson, pupils will be able to:

- Use vocabulary about games.
- Read and write words with /ow/.

Key content:

- I can play football.
- I can play volleyball.
- I can play hopscotch.

Teaching Aids:

Read aloud story: *Mouse Gets a Cold*.

WARM UP

5 minutes

Play the game *Do as I say* asking children to do the actions.

FLUENCY

5 minutes

Ask children to open their decodable to the story *Hope and the Roses*. Tell children to put their finger under the first word in box 7. Tell children to read each word and follow with their finger when you snap your fingers. Repeat with boxes 8 to 12.



PRESENTATION

10 minutes

- Pretend you are playing hopscotch and say: *hopscotch*. Ask the children to mime the action and repeat: *hopscotch*.
- Repeat the same activity with *volleyball* and *football*.

Keynote pp. 80-87

New Primary pp.52-57

Success English pp. 91-95

Progressive pp. 69-70

- Ask the children to open their textbooks. Choose a drawing on the page with children playing, point to it and ask the children to put their finger on it. Ask the children: *Can you play...?* And children answer: *I can play...* for example, *Can you play football? I can play football*.

APPLICATION

15 minutes

Activity 1 What can you do?(Whole class)

- Ask a child to come to the front and tell him/her to mime an action, for example, play football.
- Ask the whole class to repeat the action and say: *I can...* (example: I can play football).
- Repeat several times, asking different children to come to the front of the class.

Activity 2 I read, you write (Pairs)

- Organize the children into A/B pairs. Tell children to take out their notebooks with their lists of words in two columns from lesson 1.
- Ask children A to choose a word, read it to their partner and tell children B to write it in their notebook.
- Repeat this three times and then check together that the words are spelled correctly.
- Change roles, and ask children B to read a word and children A to write it.
- The child with the most words spelled correctly wins the game.
- Circulate and help the children do the activity.

EVALUATION

5 minutes

Play *Do as I say* with: play football, play volleyball, play hopscotch, throw, catch, run, clap, dance, jump, skip.

HOMEWORK



Children mime playing football, hopscotch and volleyball and show their family that they know how to say: *I can play football, I can play hopscotch, I can play volleyball*.



LESSON 3: MOUSE GETS A COLD

By the end of the lesson, pupils will be able to:

- Use vocabulary about games.
- Recognise words with long /oa/.

Key content:

- You/we can play football
- You/we can play volleyball
- You/we can play hopscotch.

Teaching Aids:

- Audio lesson (E- P2- T3- W7- L3).
- Phone and speakers.

Teaching tip

Make a list of words with the long /o/ sound and post it on the wall.

BEFORE THE AUDIO PROGRAMME

Children mime actions: playing football/hopscotch/ volleyball and say: *I can play...*

DURING THE AUDIO PROGRAMME

coat
road

AFTER THE AUDIO PROGRAMME

Activity 1 I can, you can, we can (Whole Class)

- Ask a child to come to the front of the class to mime an activity and say: *I can play....*
- Ask them to choose a friend to come to the front of the class and repeat their ac- tion. The first child should point and say: *you can play...*
- Then all the children should stand and do the action and say: *we can play...*
- Repeat with different children coming to the front.

Activity 2 Words with the same letter pattern (Pairs)

- Write the following words on the board: *show, coat, note, yellow, soap, stone, close, road, goal, window, rose, row, goat, low, home.*
- Put the children in pairs. Ask the children to copy the words into three columns: /o -e/, /ow/ and /oa/.
- Circulate and help the children. Correct the exercise on the board making sure the words are in the correct column and read all of the words together.

LESSON 4: GAMES I CAN PLAY

By the end of the lesson, pupils will be able to:

- Use vocabulary about games.
- Recognize words with long /o/.

Key content :

- You/we can play football
- You/we can play volleyball
- You/we can play hopscotch.

WARM UP

5 minutes

Ask children to mime an action and say: *I can play...*

FLUENCY

5 minutes

Ask children to open their decodable to the story *Hope and the Roses*. Tell children to put their finger under the first word in box one. Tell children to read the words with their partner. Repeat with boxes 2 to 12.



PRESENTATION

10 minutes

- Ask a boy and a girl to come to the front of the class and ask the girl to play hopscotch and say: *I can play hopscotch*. Ask the boy to point at the girl and say: *you can play hopscotch*.
- Ask the boy and the girl to both play hopscotch and say: *we can play hopscotch*.

Keynote pp. 80-87

New Primary pp.52-57

Success English pp. 91-95

Progressive pp. 69-70

- Ask children to open their textbooks. Choose a drawing on the page, point to it and ask the children to put their finger on it. Ask children to do the same action. Tell them to point to themselves and say: *I can...*
- Tell them to point to a partner and say: *you can ...*
- Tell them to point to themselves and their partner and say: *we can ...*

APPLICATION

15 minutes

Activity 1 I can, you can, we can (Whole Class)

- Ask a child to come to the front of the class to mime an activity and say: *I can play...*
- Ask them to choose a friend to come to the front and copy their action. The first child should point at the friend and say: *you can play...*
- Then all the children should stand up and do the action and say: *we can play...*
- Repeat with different children coming to the front.



Activity 2 Do this if you hear long /o/(Whole class)

- Ask the children to say "O" if they hear the long /o/ sound in a word.
- Slowly say the following words, after each word confirm if it has the sound long /o/sound: *board, top, low, slow, fast, leg, nose, goat, cat, boat, car, coat, hat*.

Activity 3 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come and write the words on the board. The other children write in their exercise books. The first child to write the word correctly wins a mark for his/her team.
- Say the word *coat* three times.
- Continue playing the game with the words: *low, row, road*.

EVALUATION

5 minutes

Play *Do as I say* and ask the children to say: *we can play volleyball/football/hopscotch, throw, catch, run, clap, dance, jump, skip*.

HOMEWORK

Children ask a parent to pretend to play hopscotch, volleyball, football and show their family that they know how to say: *we can play...*





LESSON 5: GAMES I CAN PLAY

By the end of the lesson, pupils will be able to:

- Distinguish opposites – slow/fast.
- Learn words with the long /o/ sound.

Key content:

- Slow
- Fast

Teaching Aids:

- Audio lesson (E-P2-T3-W7-L5).
- Phone and speakers.

Teaching tips

Play opposite games often and introduce new opposites like fat/thin /happy/sad.

BEFORE THE AUDIO PROGRAMME

Sing the long /o/ song.

DURING THE AUDIO PROGRAMME

t _ _ st
thr _ _
goatboat



AFTER THE AUDIO PROGRAMME

Activity 1 Opposite Game (Whole class)

- Ask a child to come to the front of the class and mime a word: *big, little, hot, cold, slow, fast*.
- Ask the rest of the class to say and mime the opposite.
- Repeat with different children and words.

Activity 2 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come and write the words on the board. The other children write in their exercise books. The first child to write the word correctly wins a mark for his / her team.
- Say the word *road* three times. Give a point at the winning team and choose two new children to come to the front of the class.
- Continue playing the game with the words: *coat, soap*.



LESSON 6: REVIEW, READ AND WRITE

By the end of the lesson, pupils will be able to:
Read the decodable story *A Goat on a Boat*.

Key content:
Words with long /o/

Teaching Aids:

- Daily Reader Story: *A Goat on a Boat*
- Audio lesson (E-P2-T3-W7-L6).
- Phone and speakers.

Teaching tip

Play games with the children to practice finding words in previous stories. For example, ask them to turn to a page/box and ask them to find a certain word on that page/box and put their finger on the word.

BEFORE THE AUDIO PROGRAMME

Review with the children the rule about when two vowels are together – we say the first one. Sing ‘*When two vowels go walking, the first one does the talking.*’

DURING THE AUDIO PROGRAMME

l r d	t p d	st
l o w	oat	oad
r o w	oap	oast
off	is	my
it	out	

AFTER THE AUDIO PROGRAMME

Activity 1 Re-tell the story (Pairs)

- Put children in small groups.
- Ask the children to recreate the story in their own words with a partner. Ask one partner to mime the goat and the other the boy telling the story.
- Ask a few groups to come to the front of the class to show their version of the story.



LESSON 7: READING THE STORY - GOAT ON A BOAT

By the end of the lesson, pupils will be able to:
Read the decodable story *Goat on a Boat*.

Key content:

- Words with /ow/
- Words with /oa/

Teaching Aids:

Daily Reader: *A Goat on a Boat*.

WARM UP

5 minutes

- Ask the children which two letters make the long /o/ sound as in *low*. Write the letters o and w on the board. Write it big so all children can see. Do the same with /oa/ as in *goat*.
- Write on the board the consonants r, l and d. Point at each one and ask the children what sounds do these letters make. Ask children What do you get if you put together: r and -ow/ l and -ow / d an -ow? Write on the board the consonants t, p, d and s and t. Point to each one and ask the children what sounds these letters make. Ask children what they get when they put together oa and /t/oa and /p/oa and d/ oat and /t/.

REVIEW

5 minutes

- Ask the children to bring out their books and open the page with the story: *Goat on a Boat*. Give children 3 to 5 minutes to look at the story.
- Tell children that you will reread the story from lesson 6. Ask children the following questions: Who remembers the title? (*Goat on a boat*). Who remembers the story? Who was in the story? (*a goat and a boy/girl*) What is the goat doing?
- Ask the children to re-tell the story in their own words to a partner, miming the actions of the goat and the child.
- Ask a few groups to come to the front to present the story in their own words.

PRESENTATION

10 minutes

Activity 1 Echo reading of *Goat on a Boat* (Whole class)

- Read the first page to the children.
- Have them point at each word as you read it.
- Ask them to look at the pictures and point at *boat, goat, soap, coat*.
- Read again line by line asking them to repeat and point at the words as they read them.
- Continue, box by box, until all the boxes are read.

Activity 2 Choral reading (Whole class)

- Have children read the book out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3 Pair reading

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

APPLICATION

15 minutes

- Ask children to individually read the extra words at the end of their decodable. Circulate and help children sound out the words.
- Model how to fill in the missing words to complete the sentences. Ask children to copy the sentences in their notebooks.

EVALUATION

5 minutes

- Ask pupils to share their sentences with a partner.
- Ask some pupils to read their writing.

HOMEWORK






Children take the primer home and read the story and the sentences they copied to an adult or a sibling.

WEEK 6 AND 7 ASSESSMENT TASKS

Ask children one by one to come to your table

Assessment task 1 – Read short sentences




Ask the child to bring his/her decodable book and open it to the story **Goat on a Boat**. Ask the child to read boxes 4, 6, 9 and 11.

		
Did not read any of the boxes correctly	Read 2 or less boxes correctly	Read 3 or more boxes correctly

Assessment task 2 – Read a short story and answers questions

Ask the child to bring his/her decodable book and open it to the story of **Hope and the Roses**. Ask the child to read the story. Ask the child the following questions:




- Box 3 –Where was Hope?
- Box 5 – How did the roses look?
- Box 8 -What did Hope pick up?

		
Did not answer any questions correctly	Answered 1 question correctly	Answered 2 or more questions correctly

Assessment task 3 – Recognize High Frequency words

Point to the words below and ask the child to read them.

is out my off it

		
Did not read any word correctly	Read 2 or less words correctly	Read 3 or more words correctly

WEEKS 6 AND 7 ASSESSMENT TASK RECORD

Record student performances on the tasks like this:

[illegible]

Week 8 – Week at a glance – Games I like

Decodable story: How to Cook Rice

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Games I like	Games I like	Games I like	Games I like	Games I like	Review read and write	Review read and write
New structures & vocabulary	<ul style="list-style-type: none"> Which game do you like? I like skipping, dancing, playing football, etc. 	<ul style="list-style-type: none"> Which game do you like? I like skipping, dancing, playing, football, etc. 	<ul style="list-style-type: none"> Which game do you like? We like skip-ping, dancing, playing foot-ball, etc. 	<ul style="list-style-type: none"> Which game do you like? We like skip-ping, dancing, playing foot-ball etc. 	<ul style="list-style-type: none"> I like... I don't like 		
	• Long /i/ (cvce)	• Long /i/ (cvce)	• Long /i/ (cvce)	• Long /i/ (cvce)	• Long /i/ (cvce)	• Long /i/ (cvce)	• Long /i/ (cvce)
Letter study	Pass the pencils	Pass the pencils	Buzz	Team game	Finish the word Team game	Buzz Find the word Elastic word	Buzz Find the word Elastic word Spell the word
Games	I read... You write						
Song, chant or rhyme	Long /i/ song		Long /i/ sing		Long /i/ song		
Textbooks							
Keynote English							
Success							
New Primary							
New Progressive							



LESSON 1: GAMES I LIKE

By the end of the lesson, pupils will be able to:

- Say which game they like.
- Read and write words with long /i/ sound.

Key content:

- Which game do you like?
- I like skipping, I like playing football, I like dancing, I like playing hopscotch, I like playing volleyball./

Teaching Aids:

- Audio lesson (E-P2-T3-W8-L1).
- Phone and speakers.
- Daily Reader: *A Goat on a Boat*

Teaching tip

Ask children what they like: What colour do you like? Which animal do you like? Which game do you like?

BEFORE THE AUDIO PROGRAMME

Play *Simon Says* with actions: dance, clap, skip, throw, catch, play, football, play volleyball, play hopscotch.

DURING THE AUDIO PROGRAMME

bite
skite
white

AFTER THE AUDIO PROGRAMME

Activity 1 The long /i/ (Pairs)

- Write the following words on the board: bite, fine, nice, line, mice, nine, white, rice.
- Put the children in pairs. Ask the children to copy the words on the board in three columns:
-ite -ice -ine.

Activity 2 Pass the Pencils (Whole class)

- Play *Pass the pencils* asking the question: Which game do you like?
- Allow the pencils to circulate and clap your hands.
- Children with pencils answer I like....

LESSON 2: GAMES I LIKE

By the end of the lesson, pupils will be able to:

- Say which game they like.
- Read and write words with long /i/.

Key content:

- Which game do you like?
- I like skipping, I like playing football, I like dancing, I like playing hopscotch.

Teaching Aids:

Daily Reader: *A Goat on a Boat*.

WARM UP

5 minutes

Play Simon Says with actions: *dance, clap, skip, throw, catch, play football, play volleyball, play hopscotch*.

FLUENCY

5 minutes

Ask children to open their decodable to the story *Goat on a Boat*. Tell children to put their finger under the first word in box 7. Tell children to read each word and follow with their finger when you snap your fingers. Repeat with boxes 7 to 12.



PRESENTATION

10 minutes

Pretend you are playing volleyball and say: I like playing volleyball. Ask the children to mime the action and repeat: *I like playing volleyball*. Skip and say: *I like skipping*, ask the children to mime the actions and repeat *I like skipping*. Ask a boy and a girl to the front of the class and ask the question: Which game do you like? Help them answer.

APPLICATION

15 minutes

Activity 1 Which game do you like? (Whole class)

- Put children in A B pairs and ask them to ask their partner: "What game do you like?" Ask them to change pairs and repeat the question.

Activity 2 I read, you write (Pairs)

- Put your children in A B pairs. Tell children to bring out their notebooks with their list of words in three columns from lesson 1. Ask children B to choose a word, read it to their partner and tell children A to write it in their notebook. Repeat this three times, then together they check if the words are spelled correctly. Change roles, children A read a word and children B write it. The child with the most words spelled correctly wins the game. Circulate to help the children do the activity.

EVALUATION

5 minutes

Play *Pass the pencil*, asking the questions: Which game do you like? Children with pencils answer: I like

HOMEWORK



Children ask family members: *Which game do you like?* They also tell their family which game they like.



LESSON 3: GAMES I LIKE

By the end of the lesson, pupils will be able to:

- Say which game they like.
- Recognize words with /ight/.

Key content:

- Which game do you like?
- We like skipping, we like playing football, we like dancing, we like playing hopscotch, we like playing volleyball

Teaching Aids:

- Audio lesson (E- P2- T3- W8- L3).
- Phone and speakers.
- Daily Reader: *The Goat on A Boat*.

Teaching tip

Encourage children to retell stories from their primer.

BEFORE THE AUDIO PROGRAMME

- Children mime actions: dancing, skipping, playing football, hopscotch, Volleyball
- Encourage children to say I like playing....

DURING THE AUDIO PROGRAMME

light

night

sight

AFTER THE AUDIO PROGRAMME

Activity 1 I like, you like, we like (Whole class)

- Ask a child to come to the front, do an activity and say: I like playing
- Have the child to choose a friend to come to the front and point to the child and say: you like playing...
- Then all the children stand up and do the activity and say: We like playing....
- The second child stays in the front of the class and begins the game again.

Activity 2 Writing (Individual)

- Ask children to look at their decodable story A Goat on A Boat. Ask them to look at the pictures and together tell the story of what happens in the story. Ask them to draw their favourite part of A Goat on a Boat and write a sentence underneath.

LESSON 4: GAMES I LIKE

By the end of the lesson, pupils will be able to:

- Say which game they like.
- Recognize words with /i_e/.

Key content:

- Which game do you like?
- We like skipping, we like playing football, we like dancing, we like playing hopscotch, we like playing volleyball.

Teaching Aids:

Daily Reader: *A Goat on A Boat*.

WARM UP

5 minutes

Ask children to mime an action and ask them: Which game do you like? Help them answer: I like playing.....

FLUENCY

5 minutes

Ask children to open their decodable to the story *Goat on A Boat*. Tell children to put their finger under the first word in box 1. Tell children to read the words with their partner.. Repeat with boxes 2 to 12.

PRESENTATION

10 minutes

- Ask a boy and a girl to the front of the class and ask them to dance and say: *We like dancing*. Ask another 2 children to the front and ask them to skip and say: *We like skipping*. Ask another 2 children to the front and ask them to pretend to play football and say: *We like playing football*. Repeat with *we like playing volleyball* and *we like playing hopscotch*.
- Say a game, for example, football. Ask the children which game do you like? Have them mime the game and help them answer: *We like playing football*. Repeat several times.

APPLICATION

15 minutes

Activity 1 I like, you like, we like, (Whole class)

- Ask a child to come to the front of the class, do an activity and say: I like playing
- Ask the child to choose a friend to come to the front and point at him/her and say: You like playing...
- Then all the children stand up and do the activity and say: We like playing....
- The second child stays in the front and begins the game again.

Activity 2 Team Game (Whole class)

- Tell children to bring out their notebook and a pencil.
- Divide the class into two teams and choose a child from each team to come to the chalk-board.
- Tell the children that you will say a word and they must write the word. All children write in their notebooks and the two children at the front write on the board. The first child to write the word correctly wins a mark for their team.
- Remind the children that they will practice words that end in *ight*
- Say the word *light* three times. Give a mark to the winning team and choose two new children to come to the front.
- Continue playing the game with the words: *night, sight*.

EVALUATION

5 minutes

Play *Do this if you hear the long /i/sound*. Ask children to smile a big smile if they hear the long /i/. Slowly say the following words: *light, don't, late, night, note, sight, plate, bright, coat, tight, can't, tonight*.

HOMEWORK



Children ask their parents to pretend they are playing football, hopscotch, volleyball and show their family they know how to say: *we like playing football, we like playing hopscotch, we like playing volleyball*.



LESSON 5: GAMES I LIKE

By the end of the lesson, pupils will be able to:

- Say which game they don't like.
- Write words with /igh/.

Key content:

I don't like playing....

Teaching Aids:

- Audio lesson (E-P2-T3-W8-L5).
- Phone and speakers.
- Daily Reader Story: *A Goat on a Boat*.

Teaching tip

Play I like / I don't like: with clothes, colours, games. Encourage the children to say what it is they like and what they don't like.

BEFORE THE AUDIO PROGRAMME

Sing the long /i/ song.

DURING THE AUDIO PROGRAMME

I like	I do not like
	I donot like
	I don't like
car	yellow
far	tomorrow
star	throw
L _ _ _ t	
_ i g h _	

AFTER THE AUDIO PROGRAMME

Activity 1: Team Game (Whole class)

- Tell children to bring out their notebook and a pencil.
- Divide the class into two teams and choose a child from each team to come to the chalk board.
- Tell the children that you will say a word and they must write it. All children write in their notebooks and the two children at the front write on the chalkboard. The first child to write the word correctly wins a mark for his/her team.
- Say the word *bright* three times. Give a mark to the winning team and choose two new children to come to the front.
- Continue playing the game with the words: *tight, sight*.



LESSON 6: READING THE TEXT - HOW TO COOK RICE

By the end of the lesson, pupils will be able to:

Read the text *How to Cook Rice*

Key content:

- Words beginning with the consonant blends st, pl
- Words with long /i/

Teaching Aids:

- Daily Reader: *How to Cook Rice*.
- Audio lesson (E-P2-T3-W8-L6)
- Phone and speakers.

Teaching tip

Play games with children to make them practice finding words in previous stories, ask them to turn to a page/box and ask them to find a certain word and put their finger on it.

BEFORE THE AUDIO PROGRAMME

Practice reading similar words with the children, for example, if you know how to read *nice* you know how to read *nicely*.

DURING THE AUDIO PROGRAMME

r	i	c	e
w	i	d	e
wh	i	t	e
t	i	m	e

AFTER THE AUDIO PROGRAMME

Activity Re-tell the story (Pairs)

- Put the children into pairs.
- Ask the children to recreate the story in their pairs.
- Ask one partner to mime making the rice and the other telling the story.
- Ask a few groups to come to the front and tell the story in their own words and actions.



LESSON 7: READING HOW TO COOK RICE

By the end of the lesson, pupils will be able to:
Read the decodable story *How to Cook Rice*.

Key content:

- Words beginning with the consonant blends st, pl, ch
- Words with the long /i/

Teaching Aids:

Daily Reader: *How to Cook Rice*.

WARM UP ACTIVITY

5 minutes

- Ask children what two letters make the long /a/ sound as in day.
- Write the letters ay on the board.
- Write them big so that all the children can see them. Do the same with /ai/.
Write on the board, the consonants r, m, w, d, t, s, and point to each one and ask children what sound these letters make.
- Write on the board: st ch pl.
- Ask children: What do you get if you put together: d and ay, pl and ay, st and ay, m and ay?
- Ask children what do you get if you put together: ai and n, ai and r, ai and d, ai and t.

ay
ai
r
m
w
d
t

REVIEW

5 minutes

Ask the children to bring out their books and open on the page with the story *How to Cook Rice*. Give children 3 minutes to look at the story. Tell children that you will reread the story from lesson 6. Ask children the following questions: Who remembers the title (*How to Cook Rice*) Who remembers the story? Who was in the story?

PRESENTATION

10 minutes

- Role-play with pupils buying and selling at the market.
- Ask the pupils to describe what they bought.

I so but in ask

APPLICATION

15 minutes

Activity 1 Echo reading of *How to Cook Rice* (Whole class)

- Read the first page to the children. Have them point to each word as you read it.
- Ask them to look at the pictures and point to *rice*, *white*, *time*, *fire*.
- Read again line by line asking them to repeat and point at the words they read.
- Continue, box by box, until all the boxes are read.



Activity 2 Choral reading (Whole class)

- Have children read the story out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3 Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

Ask children to individually read the extra words at the end of their decodable. Circulate and help children sound out the words. Model how to fill in the missing words to complete the sentences. Ask children to copy the two sentences in their notebooks.

HOMEWORK



Children take the primer home and read the story and the sentences they copied to an adult or a sibling.

Week 9 – Week at a glance – Review Decodable story: Star Light, Star Bright.

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Review Term 1 vocab	Review Term 1 vocab	Review Term 2 vocab	Review Term 2 vocab	Review Term 3 vocab	Review read and write	Review read and write
New structures & vocabulary	Review: What class are you in? -Where do you live -Where do you come from? Long /i/, (igh)	Review: What class are you in? Where do you live Where do you come from? Long /i/, (igh)	Review: May I questions. Long /i/, (igh)	Review: May I questions Long /i/, (igh)	Review: I like playing... I like.... I don't like.... Long /i/, (igh)	Review read and write	
Letter study	Long /i/, (igh)	Long /i/, (igh)	Long /i/, (igh)	Long /i/, (igh)	Long /i/, (igh)	Long /i/, (igh)	Long /i/, (igh)
Games	Pass the pencils	Pass the pencils I read ... you write	May I game	May I game	Finish the word Team game	Buzz Find the word Elastic word	Buzz Find the word Elastic word Spell the word
Song, chant or rhyme	Long /i/ song Where do you live & Where do you come from chants		Long /i/ song May I chant		Long /i/ song		
Textbooks							
Keynote English							
Success							
New Primary							
New Progressive							



LESSON 1: THE LITTLE HEN

By the end of the lesson, pupils will be able to:

- Say which game they like.
- Read and write words with the long /i/ and pattern /igh/.

Key content:

- Which game do you like?
- I like skipping, I like playing football, I like dancing, I like playing hopscotch, I like playing volleyball.

Teaching Aids:

- Audio lesson (E-P2-T3-W9-L1).
- Phone and speakers.
- Daily Reader: *How to cook rice.*

Teaching tip

Make time to review previous learning so it stays fresh in children's memories.

BEFORE THE AUDIO PROGRAMME

Ask the children: Imagine you meet a new child in the school yard. Talk about questions you might ask in order to get to know him / her.

DURING THE AUDIO PROGRAMME

light
night
sight

AFTER THE AUDIO PROGRAMME

Activity 1 Long /i/ words (Pairs)

- Write the following words on the board: bite, light, might, fine, bright, nice, kite, right.
- Put the children in pairs. Ask the children to copy the words on the board in 2 columns: i _ e or -ight.
- Circulate and help the children.
- Correct on the board and read all the words together.

Activity 2 Pass the pencils (Whole class)

- Play *Pass the pencils* asking the questions: *How old are you?*
- Allow the pencils to circulate.
- Clap your hands, children with the pencils hold them in the air and answer the question.
- Repeat the activity with the following questions. Which class are you in? Where do you live? Where do you come from?

LESSON 2: REVIEW: WHAT CLASS ARE YOU IN? WHERE DO YOU LIVE?

By the end of the lesson, pupils will be able to:

Ask and answer basic questions about themselves.

Key content:

- What is your name?
- How old are you?
- What class are you in?
- Where do you live?
- Where do you come from?

Teaching Aids:

Daily Reader: *How to Cook Rice*.

WARM UP ACTIVITY

5 minutes

Sing the chant: How old are you?

FLUENCY

5 minutes

Ask the children to open their decodable to the story **How to Cook Rice**. Tell children to put their finger under the first word in box 7. Tell children to read each word and follow with their finger then you snap your fingers. Repeat with boxes 7 to 12.

PRESENTATION

15 minutes

Activity 1 Who are you? (Whole class)

- Call a child to the front of the class. Tell the child to imagine he/ she is a new child. They ask him/her questions. Check that he/she answers properly. Note any structures children still need practice with and revise them with the class.

Activity 2 I read, you write. (Pairs)

- Put your children in A B pairs.
- Tell children to bring out their notebooks with their list of words in two columns from lesson 1. Ask children B to choose a word, read it to their partner and tell children A to write it in their notebook.
- Repeat this three times, and then together they check if the words are spelled correctly.
- Change roles, children A read a word and children B write it.
- The child with the most words spelled correctly wins the game.
- Circulate and help the children do the activity.

EVALUATION

5 minutes

Play *Pass the pencils* asking the same introduction questions: Children holding the pencils answer the questions.

HOMEWORK



Children ask family members the questions reviewed in the lesson and help their family members answer them.



LESSON 3: WHAT IS THIS?

By the end of the lesson, pupils will be able to:

- Say which game they don't like.
- Write words with /igh/.

Key content:

I don't like playing

Teaching Aids:

- Daily Reader Story: *How to Cook Rice*.
- Audio lesson (E-P2-T3-W9-L3).
- Phone and speakers.

Teaching tip

Play I like / I don't like with clothes, colours, animals, games. Encourage the children to express what they like and don't like.

BEFORE THE AUDIO PROGRAMME

Sing the long /i/ song.

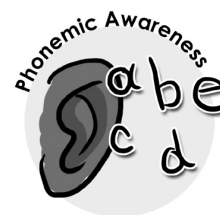
DURING THE AUDIO PROGRAMME

I like	I do not like
	I donot like
	I don't like
car	yellow
far	tomorrow
star	throw
I	t i g h

AFTER THE AUDIO PROGRAMME

Activity 1 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come to the board. Tell the children that you will say a word and they must write the word. All children write in their exercise books and the two children at the front write on the board. The first child to write correctly the beginning 2 letters wins a mark for his/her team.
- Say the word: *bright* three times, give a mark to the winning team and choose two new children to come to the front.
- Continue playing the game with the words: tight, right.



LESSON 4: MAY I

By the end of the lesson, pupils will be able to:

- Ask permission by using May I ...?
- Recognize words with /igh/ sound.

Key content:

- May I come in the classroom?
- May I go to the toilet?
- May I clean the chalkboard?
- May I read a book?

Materials:

Daily Reader: *How to Cook Rice*.

WARM UP ACTIVITY

5 minutes

Sing the alphabet song, ask children if the alphabet song says letter names or letter sounds?

FLUENCY

5 minutes

Ask children to open their decodable to the story **How to Cook Rice**. Tell children to put their finger under the first word in box 1. Tell children to read each word with their partner. Repeat with boxes 2 to 12.

PRESENTATION

10 minutes

Review the May I questions learned. Challenge the class to think of 10 unique May I questions, write each one on the board.

APPLICATION

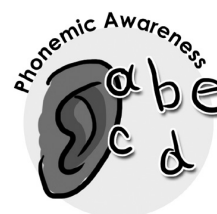
15 minutes

Activity 1 May I... Game

- Play the game *May I* with the children, they raise their hands and ask questions using May I. The teacher answers: Yes, you may/No you may not. Then call a child to the front to lead the game.

Activity 2 Team Game (Whole class)

- Tell children to bring out their notebooks and a pencil. Divide the class into two teams and choose a child from each team to come to the board. Tell the children that you will say a word and they must write the word. All children write in their exercise books and the two children at the front write on the board. The first child to write correctly the beginning 2 letters wins a mark for his/her team.
- Say the word: *bright* three times, give a mark to the winning team and choose two new children to come to the front.
- Continue playing the game with the words: tight, right.



EVALUATION

5 minutes

Play the game: *Do this if you hear /long i/ sound*: Ask children to smile a BIG smile if they hear the sound long /i/ in a word. Slowly say the following words, after each word, confirm if it has the long /i/ sound: *light, don't, late, night, note, sight, plate, bright, coat, tight, can't, tonight*.

HOMEWORK



Children show a family member how to say *May I* when asking questions.



LESSON 5: READING - STAR LIGHT, STAR BRIGHT

By the end of the lesson, pupils will be able to:

Read the story *Star Light, Star Bright*.

Key content:

Words with /igh/

Teaching Aids:

- Daily Reader Story: Star Light, Star Bright.
- Audio lesson (E-P2-T3-W9-L5).
- Phone and speakers.

Teaching tips

Play rhyming games with children. Say a word, for example *cat* and ask them for words that end the same way, for example, *bat, mat, sat, rat, fat, that, hat*.

BEFORE THE AUDIO PROGRAMME

Practice reading similar words with the children, for example if you know how to read *night* then you can read *tonight*.

DURING THE AUDIO PROGRAMME

ight
I n s t br
high
in to see the one

APPLICATION

Question and answer (pair work)

- Ask pupil A to ask pupil B: Where did you go yesterday? and pupil B answers.
- Do the same with questions:
 1. How did you get there?
 2. Who/what did you see?
 3. What did you buy?

EVALUATION

Complete the sentences (pair work)

Pupils copy and complete the sentences in their notebooks.

1. I saw _____ at the market.
2. I went to the _____.
3. I ran to the _____.
4. I bought _____ at the market.

HOMEWORK



Pupils complete the sentences on Page 188, Box 5 of their Daily Reader.

Pupils write the sentences in the correct order in their notebooks.

Pupils read the sentences written in their notebooks to either parents or siblings.



LESSON 6: READING - STAR LIGHT, STAR BRIGHT

By the end of the lesson, pupils will be able to:
Read the story *Star Light, Star Bright*.

Key content:
Words with /igh/

Teaching Aids:

- Daily Reader Story: *Star Light, Star Bright*.
- Audio lesson (E-P2-T3-W9-L6)
- Phone and speakers.

Teaching tip

*Play rhyming games with children. Say a word, example **cat** and ask them for words that end the same way, for example, bat, mat, sat, rat, fat, that, hat.*

BEFORE THE AUDIO PROGRAMME

Practice with the children about reading words that are similar, for example, if you know how to read *night* then you can read *tonight*.

DURING THE AUDIO PROGRAMME

ight
l n s t br
high
in to see the one

AFTER THE AUDIO PROGRAMME

Activity 1 Illustrating the poem (Pairs)

- Put children in pairs.
- Ask the children to re-read the poem several times. Ask them to choose a line of the poem.
- Ask them to make a drawing and copy the line underneath the drawing.
- Ask a few children to come to the front and show their drawing

LESSON 7: READING - STAR LIGHT, STAR BRIGHT

By the end of the lesson, pupils will be able to:

Read the decodable story *Star Light, Star Bright*.

Key content:

- Words beginning with the consonant blends: st, pl, ch
- Words with the long /ay/, /ai/

Teacher's Aids

Reader Story: *Star Light, Star Bright*.

WARM UP ACTIVITY

5 minutes

- Ask children what letter makes the sound /l/ as in light? Write the letter l on the board. Write it big so all children can see. Do the same with /n/ /s/ /t/ and /b/ /r/. Write on the board: -igh.
- Ask the children: What sound do /i/, /g/, /h/ make when you put them together? (/long i/)
- Put a /t/ after the /igh/ and ask children: What sound do these letters make together?(ight)
- Ask children what word you get when you put together:
 - o l and -ight
 - o n and -ight
 - o s and -ight
 - o t and -ight
 - o br and -ight

REVIEW

5 minutes

Ask the children to bring out their books and open to the page with the story *Star Light, Star Bright*. Give children 3 minutes to look at the story. Tell children that you will reread the story from lesson 6. Ask children the following questions: Who remembers the title. (Star Light, Star Bright) What is the poem about? (a star). Ask the children to re-tell the poem in their own words in pairs. Ask some pairs to share their thoughts.

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Point to a different word and ask children to say it.
- Go faster and faster, make it fun.

a black now I read

APPLICATION

15 minutes

Activity 1 Echo reading of *Star Light, Star Bright* (Whole class)

- Read the first page to the children. Have them point to each word as you read it.
- Ask them to look at the pictures and point to *the star, the light, the book*.
- Read again line by line asking them to repeat and point to the words they read.
- Continue, box by box, until all the boxes are read.

Activity 2 Choral reading (Whole class)

- Have children read the story out loud together, keeping their eyes on and pointing to each word as they read it.

Activity 3 Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

Ask children to individually read the extra words at the end of their decodable. Circulate and help children sound out the words. Model how to fill in the missing words to complete the sentences. Ask children to copy the sentences in their notebooks.

HOMEWORK






Children take the primer home and read the story and the sentences they copied to an adult or a sibling.

WEEK 8 AND 9 ASSESSMENT TASKS

Ask children one by one to come to your table

Assessment task 1 – Read short sentences




Ask the child to bring his/her decodable book and open it to the story of **How to Cook Rice**. Ask the child to read boxes 2, 5, 7 and 11.

		
Did not read any of the boxes correctly	Read 2 or less boxes correctly	Read 3 or more boxes correctly

Assessment task 2 – Read a short story and answers questions

Ask the child to bring his/her decodable book and open it to the story of **Star light, Star Bright**. Ask the child to read the story. Ask the child the following questions:




- Box 3 –How many stars are in the sky?
- Box 4 – What colour is the night?
- Box 7 –What colour is the light?

		
Did not answer any questions correctly	Answered 1 question correctly	Answered 2 or more questions correctly

Assessment task 3 – Recognize High Frequency Words

Point to the words below and ask the child to read them.

in but sleep I black

		
Did not read any word correctly	Read 2 or less words correctly	Read 3 or more words correctly

WEEK 8 AND 9 ASSESSMENT TASK RECORD SHEET

Record student performances on the tasks like this:

[illegible]

SONGS LYRICS

1. The alphabet song

A – B – C – D – E – F – G
H – I – J – K – L – M – N
O – P – Q
R – S – T
U – V – W
X – Y – Z

2. The hello song

Hello, hello, hello

Hello, What is your name?

Hello, What is your name?

Hello, hello, hello

Hello, hello, hello

My name is (clap, clap, clap.._)

My name is (clap, clap, clap.._)

Hello, hello, hello

Hello, hello, hello

Hello, What is your name?

Hello, What is your name?

Hello, hello, hello

Hello, hello, hello

My name is (clap.._)

My name is (clap.._)

Nice to meet you (clap, clap, clap.)

3. How are you today?

Hello, how are you?

Hello, how are you?

Hello, how are you?

How are you today?

I am fine, thank you

I am fine, thank you

I am fine, thank you

How are you today?

I am fine, thank you

I am fine, thank you

I am fine, thank you

How are you today?

4. The clothing song

This is my...

This is my dress

This is my...

This is my shorts

This is my...

This is my hat

This is my...

This is my shirt

This is my...

This is my pant

This is my...

This is my trouser

This is my...

This is my shoe

5. The color song

What color is the sky?

It's blue, it's blue, it's blue?

The sky is blue

The sky is blue

What color is the sun?

It's yellow, it's yellow, it's yellow

The sun is yellow

The sky is blue

What color is the grass?

It's green, it's green, it's green

The grass is green

The sun is yellow

The sky is blue

What a color is a tomato

It's red, it's red, it's red

A tomato is red

The grass is green

The sun is yellow

The sky is blue

6. The counting song

THE COUNTING SONG, VERSE I

One.... Two... Three... Four... Five

I can count to five, I can count to five

Six, seven, eight, nine and ten

Let's do it again! Let's do it again!

7. Days of the week

Monday, Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday

Seven days can make a week and twenty four
hours a day.

8. Good morning song, good evening song

Good morning, good morning, good morning!

This is a lovely day

Good morning, good morning, good morning!

We love to jump and play

We love to jump and play

Good evening, good evening, good evening,

This was a lovely day,

Good evening, good evening, good evening,

It's time to say good night.

It's time to say good night.

9. Head shoulders knees and toes

Head, shoulders, knees and toes,

Knees and toes.

Head, shoulders, knees and toes,

Knees and toes.

And eyes, and ears, and mouth,

And nose.

Head, shoulders, knees and toes,

Knees and toes

10. The happy song

If you're happy and you know it clap your hands

If you're happy and you know it clap your hands

If you're happy and you know it

And you really want to show it

If you're happy and you know it clap your hands

If you're happy and you know it jump up high

If you're happy and you know it jump up high

If you're happy and you know it

And you really want to show it

If you're happy and you know it jump up high

If you're happy and you know it sing a song

If you're happy and you know it sing a song

If you're happy and you know it

And you really want to show it

If you're happy and you know it sing a song

If you're happy and you know it stomp your feet

If you're happy and you know it stomp your feet

If you're happy and you know it

And you really want to show it

If you're happy and you know it stomp your feet

If you're happy and you know dance around

If you're happy and you know dance around

If you're happy and you know it

And you really want to show it

If you're happy and you know it dance around

11. The rhyming song

Rhyme, rhyme, time

Rhyme, rhyme, time

A word that rhymes with me

A word that rhymes with you

Rhyme, rhyme, time

Rhyme, rhyme, time

Rhyme, rhyme, time

A word that rhymes with cat

A word that rhymes with cat

Sat, cat, fat

12. Short vowel song

Short vowels; letter a makes /a/ like ant

Short vowels; letter e makes /e/ like egg

Short vowels; letter i makes /i/ like it

Short vowels; letter o makes /o/ like on

Short vowels; letter u makes /u/ like up

Short vowels: /a/, /e/, /i/, /o/, /u/

13. The animal song

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a cow

E-I-E-I-O

With a moo, moo here and a moo, moo there

E-I-E-I-O

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a cat

E-I-E-I-O

With a meow, meow here and a meow, meow there

E-I-E-I-O

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a dog

E-I-E-I-O

With a ruff, ruff here and a ruff, ruff there

E-I-E-I-O

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a hen

E-I-E-I-O

With a cluck, cluck here and a cluck, cluck there

E-I-E-I-O

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a goat

E-I-E-I-O

With a mee, mee here and a mee, mee there

E-I-E-I-O

14. Months of the year

January

February

March

April

May

June

July

August

September

October

November

December

GLOSSARY WORDS

Partner	<i>Mugenzi wawe</i>	Light	<i>Urumuri</i>
Depending	<i>Bitewe n'uko</i>	Happy	<i>Kwishima</i>
Once	<i>Inshuro</i>	Sad	<i>Kubabara</i>
Afternoon	<i>Nyuma ya saa sita "ikigoroba"</i>	Hear	<i>Kumva</i>
Morning	<i>Mbere ya saa sita "igitondo"</i>	Pond	<i>Ikidendezi</i>
Night	<i>Ijoro</i>	Both	<i>Bombi</i>
Fare well	<i>Gusezera</i>	Guess	<i>Gutahura</i>
Greet	<i>Kuramutsa</i>	Decodable	<i>Inkuru abana bisomera</i>
Bye	<i>Murabehe</i>	Describe	<i>Kuvuga imiterere y'ikintu</i>
Restart	<i>Kwongera gutangira</i>	Game	<i>Umukino</i>
Pretend	<i>Gusa nk'aho...</i>	Bat	<i>Agacurama</i>
Consonants	<i>Ingombajwi</i>	Hat	<i>Ingofero</i>
Appropriate	<i>gikwiriye</i>	Fat	<i>Ubunini</i>
Previous	<i>Kibanza / giheruka</i>	Before	<i>mbere ya.....</i>
Participate	<i>Kwitabira</i>	Knowledge	<i>Ubumenyi</i>
Exaggerate	<i>Gukabya</i>	Predict	<i>Gufora</i>
Practice	<i>Kwitoza</i>	Rhyme	<i>Injyana</i>
Conversation	<i>Ikiganiro</i>	Loud	<i>Ijwi riranguruye</i>
Seat	<i>Icyicar</i>	Replace	<i>Gusimbura</i>
Pet	<i>Utunyamaswa two yo murugo</i>	Greet	<i>Gusuhuza</i>
Vet	<i>Umuganga wa matungo</i>	Role	<i>Umumaro</i>
Faster	<i>Vuba vuba</i>	Grownups	<i>Abakuze</i>
Retell	<i>Kwongera kuvuga</i>	Circulate	<i>kugendagenda</i>
Slowly	<i>Buhoro buhoro</i>	Confuse	<i>Kwitiranya</i>
I live	<i>Ntuye</i>	Encourage	<i>Gushishikariza</i>
Blend	<i>Ibihekana</i>	Respond	<i>Gusubiza</i>
Random	<i>Gutombora</i>	Pan	<i>Isafuriya</i>
Throat	<i>Umuhogo</i>	Pronunciation	<i>Imivugire</i>

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